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DIRECTIONS FOR REFORM: PERCEPTIONS OF INDONESIAN
STUDENTS TOWARDS ENGLISH LANGUAGE CURRICULA

A Dissertation Presented

by

JEANNE YANITA MARTANI

Submitted to the Graduate School of the University of
Massachusetts Amherst in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

September 1996

School of Education

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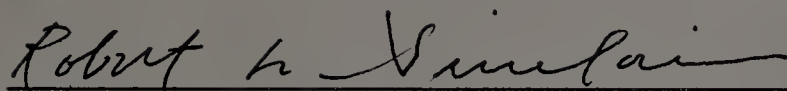
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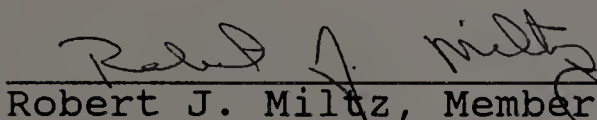
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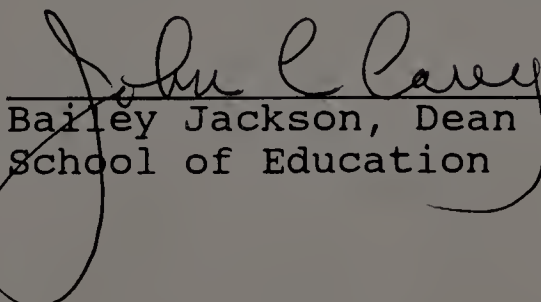
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DEDICATION

To
Everybody,
With
Metta.

ACKNOWLEDGMENTS

Education is a never ending process. The finishing of this project is only a small part of it. Nevertheless, to get it done requires collective support. I would like to take the opportunity to express my gratitude to the many who have helped make it possible.

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To all of you, I can only say: Thanks and May Your Good Deeds Bring You Good Destiny.

ABSTRACT

DIRECTIONS FOR REFORM: PERCEPTIONS OF INDONESIAN STUDENTS TOWARDS ENGLISH LANGUAGE CURRICULA

SEPTEMBER 1996

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In Indonesia, the existence of a national curriculum imposes standardization on all levels of formal education, including higher education. Standards anchored in the curriculum are linked to academic needs of children and adults. Private universities in Indonesia serve a more diverse student population than their government counterparts, but have less flexibility in developing curricula. This study sets directions for private universities to improve their English language curricula. Students' perceptions about English language programs serve as guidelines for curriculum improvement. English language programs in three private universities in Jakarta were selected as research sites.

Three major research questions guided the study: What do the students report as reasons for wanting to learn English? What are strengths and weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta? What

directions for improving their English language curriculum do the students recommend?

Students and recent graduates from three institutions of higher education participated in this study. Data were mainly obtained through survey questionnaires. Findings revealed that motivations for learning English fall into four categories: Language Competency, Employment Opportunity, Personal Knowledge, and Cultural Communication. Strengths and weaknesses of the English language curriculum centered on subject matter and other components of curriculum.

Recommendations for curriculum improvement included more academically competent faculty, methods of teaching that encourage participation, and enlargement of library collections. Administrators are reminded to inform students of significant academic changes which affect their academic studies or completion of their degree.

Results indicate that Indonesian students, despite their seemingly submissive demeanor, have clear ideas of their motivations for pursuing English language education. Also, students point out strengths and shortcomings of the program, with suggestions for improvements to increase productive learning. It is the task of the institutions, administrators and faculty alike, to design better curricula to benefit both learners and institutions, instead of waiting for governmental directives.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	v
ABSTRACT	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	3
Significance of the Study	4
Meaning of Terms	7
Delimitations of the Study	7
Chapter Outline	8
II. LITERATURE REVIEW	10
From Proposal to Implementation: Journey of the Curriculum	10
Involvement of Students in Their Learning	22
Joseph Schwab	23
John Dewey	24
Paolo Freire	27
Ivan Illich	30
Ki Hadjar Dewantara	33
Ralph W. Tyler	37
Andragogy	39
Critical Pedagogy	41
Summary	44
Endnotes	45
III. DESIGN OF THE STUDY	46
Selection of the Institutions	46
Recruitment of the Research Participants	49
Student-Participants	50
Graduate-Participants	53
Data Organization and Analysis	60
Summary	63
IV. ANALYSIS OF DATA	65
Research Question No. 1: What do the Students	

Report as Reasons for Wanting to Learn English?	65
Response Variables	66
Employment Opportunity	66
Language Competency	66
Cultural Communication	67
Personal Knowledge	67
Reasons Within Variables Across Institutions	69
Major Reasons	69
Summary of Major Reasons Across Institutions	71
Minor Reasons	72
Summary of Minor Reasons Across Institutions	73
Distribution of Reasons Within Individual Institutions	75
Major Reasons	75
Major Reasons Stated by Student-Participants	76
Major Reasons Stated by Graduate-Participants	78
Summary of Major Reasons within Institutions	79
Minor Reasons	80
Summary of Minor Reasons Within Institutions	83
Research Question No. 2: What are Strengths and Weaknesses of the English Language Curricula as Perceived by the Students in Three Selected Institutions of Higher Education in Jakarta?	84
Strengths and Weaknesses Across Institutions	85
Strengths of the Components of the Curricula	85
Weaknesses of the Components of the Curricula	90
Summary	95
Strengths and Weaknesses Common to Two Programs	96
Summary	103

Perceived Strengths and Weaknesses Peculiar to Individual Programs	104
Institution #1: <i>Universitas Dian Atma</i> (<i>UDA</i>)	104
Institution #2: <i>Universitas Mercu Suar</i> (<i>UMS</i>)	105
Institution #3: <i>Universitas Pelita</i> <i>Insan (UPI)</i>	107
Academic Progress	110
Summary	111
Research Question No. 3: What Directions for Improving their English Language Curricula do the Students Recommend?	112
Subject Matter	112
Language Skills	113
Linguistics	118
Literature	120
Faculty	124
Teaching Methods	129
Facilities and Equipment	132
Additional Suggestions	134
Summary	138
V. SUMMARY AND RECOMMENDATIONS	146
Summary of the Study	146
Major Findings	148
Recommendations	153
Improvement of the Curricula	154
Improvement of Present Research	155
Further Research	157
Closing	160
APPENDICES	
A. INTERVIEW GUIDE	163
B. PARTICIPANTS' PROFILE	167
C. STUDENT-PARTICIPANT QUESTIONNAIRE (INDONESIAN)	170
D. GRADUATE-PARTICIPANT QUESTIONNAIRE (IN INDONESIAN)	179
E. STUDENT-PARTICIPANT QUESTIONNAIRE (IN ENGLISH)	183
F. GRADUATE-PARTICIPANT QUESTIONNAIRE (IN ENGLISH)	192

G. MAJOR REASONS	195
H. MINOR REASONS	200
BIBLIOGRAPHY	202

LIST OF TABLES

Table	Page
1. Prescribed and Supplemented Curriculum of English Language Programs	20
2. New Students and Graduates of the English Language Program of <i>UDA</i> since 1990	47
3. New Students and Graduates of the English Language Program of <i>UMS</i> since 1990	48
4. New Students and Graduates of the English Language Program of <i>UPI</i> since 1990	49
5. Participants in the Study	50
6. Tabulated Judgments	68
7. Distribution of Major Reasons within Institutions	75
8. Distribution of Minor Reasons within Institutions	80

LIST OF FIGURES

Figure	Page
1. Hierarchical Structure at the Government Level	12
2. Improvement of Language Skills	86
3. Increased Understanding	88
4. Too Few Assignments	91
5. Weaknesses in Teaching Methods	92
6. Weaknesses in Facilities and Equipment across Institutions	94
7. Scope of Materials Too Narrow	98
8. Materials Overly Broad, Lacking in Depth	99
9. Weaknesses in Facilities and Equipment Pertaining to Two Institutions	101
10. Extensive Texts as a Strength	106
11. Poor Gradation of Textual Materials	108
12. Choose More Varied Topics	114
13. Take Topics from Various Sources	116
14. Need for More Interesting Topics	117
15. More Interesting and Understandable Text	119
16. Assign More Reading Texts	120
17. Reduce Materials to Essentials	122
18. Assign More In-depth Materials	123
19. Suggestions about Faculty	124
20. Suggestions Pertaining to School Libraries	133

CHAPTER I

INTRODUCTION

This chapter describes the problem, the purpose and significance of the study, the meanings of the terms used in this study and the limitations of the study.

Statement of the Problem

National curricula in Indonesia are decreed in all stages of formal education in the country. Specifically, curricula in various subjects are designed by people remote from the learners. Designed to promote learning, officials enact well-meaning policies, passing them on to Indonesia's higher education institutions. Since policy-makers are remote from learning sites, questions arise as to whether or not they are sufficiently familiar with students' learning objectives. In order for a curriculum to be more responsive to the students it is serving, one should look more carefully at reasons students choose a particular discipline of study, as well as at the curriculum's strengths and weaknesses as perceived by students. The resulting data may be used systematically to promote curriculum improvements that are more responsive to students, thus accomplishing what the policy makers intend.

The current curriculum for the English language programs of private universities was put into effect in

1985. The basic guidelines of the curriculum were decided at the Ministry of Education and Culture (MOEC) level, the people from MOEC working together with representatives of private institutions to stipulate the required courses within each program. Implementation is left to the individual institutions. Final supervision by MOEC is at the evaluation level: the final examination is administered by the institution together with a government university representing the Ministry. At the implementation level, the semi-decentralized system gives the curriculum decision makers at individual institutions some autonomy as the educators closer to learners; these educators have freedom to expand the curriculum beyond the compulsory courses of study decreed in the guidelines. Yet the attitude taken by many of the English language program curriculum developers is still that "the experts know better," that is, their curriculum development criteria are largely influenced by consideration of faculty interests and societal demands.

Now, more than a decade since the start of the 1984 English language curriculum, many students are discontented. Students who have graduated as well as students who are currently enrolled have not been satisfied with the curriculum but it is not clear what the dissatisfactions are. To solve the problem of an unsatisfactory curriculum and discover ways to improve the curriculum to meet the learners' expectations better,

several factors should be taken into consideration: students' perceptions, future employment opportunities for the graduates, department personnel availability, and university budget constraints and allocation as well as governmental guidelines. Since the curriculum must take into account the learners' interests, students' perceptions are factors needing more careful attention. To ascertain what they are, one must listen to them, "which few have done" (Twombly, 1992). So far, the "banking approach of education" (Freire, 1992) is still in practice in spite of the fact that nowadays students come to the higher education institutions with higher expectations, valuable knowledge, and varied personal experiences. It is time to think of them as responsible young adults who have something important to say about their educational goals. This study aims toward improvement of the existing English language curriculum by researching students' perceptions of the curriculum and their suggestions.

Purpose of the Study

The major purpose of this research is to determine directions for improving the curricula of the English language programs in three selected institutions of higher education in Jakarta, Indonesia. The English language curricula as perceived by students who are currently enrolled at these institutions or are recent graduates serve as the basis for collecting data for the

investigation. Specifically, the study consists of three major parts. First, the various reasons that students wanted to learn English were identified. Second, their perceptions of major strengths and weaknesses of the various components of the English language curricula were determined and analyzed. Third, recommendations for improvements of the English language curricula in each participating universities are advanced.

The following research questions guided the study:
What do the students report as reasons for wanting to learn English? What are strengths and weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta? What directions for improving their English language curricula do the students recommend?

Significance of the Study

In private institutions of higher education in Indonesia, curricular reform is usually carried out by the program heads together with course coordinators. A reform is instituted when a set of new ministerial guidelines is issued or when there is a decline in student admissions. The reforms have been patchworks dealing mostly with subject matter. Eisner's observation, "When the development of curriculum of a department is based on the subject matter, it is closely allied to the background and convenience of the teacher than it is to the needs or

interests of the student" (1971), seems to describe the situation in the country as well.

Students of higher education in private institutions at present are a slightly different population than those in government institutions. Private institutions admit students of all ages. Students who qualify for ministerial admission guidelines come with a wealth of experiences. Some of these students may be much older than the recent high school graduates constituting the new students in government institutions. Since these students pay higher tuition than their government institution counterparts, they are more outspoken in their expectations. As observed by Hardjono:

One feature of the prevailing situation is the lack of "social control" from students, who are either afraid to protest, or else cannot be bothered doing so, when lecturers do not show up for class or else give very poor quality lectures. By contrast, students enrolled in private universities, where they usually have to pay very high fees, tend to complain loudly about these things. (1991, p. 158)

There has been student unrest in several private higher educational institutions all over the country, including two of the participating universities. What actually triggered students unrest aside from the apparent protests against tuition hikes and university administrators, has yet to be investigated. This research has identified some of the dissatisfactions.

Curricular reforms will be far more meaningful if on-going efforts are made to meet learners' needs. Students'

perceptions as input are important because educational institutions exist to serve the students. When curricula reflect their interests, problems such as student unrest and admissions decline may be prevented and solved. Identifying students' concerns and interests in connection with the English language curriculum is the major task of this research.

Mastery of the English language has been important in Indonesia, especially in Jakarta. The role of English as one of the foreign languages used in international relations makes the task of improving the English language curriculum more important than ever. Graduates will have to be able to demonstrate the extent of their language skills, which will substantially reflect the worth of their credentials. A fraction of the population served as the sample for this research. Knowledge of the facts aids curriculum developers to fulfill the desirable goal of meeting their students' expectations.

The study is important because it has several practical purposes: (1) it recognizes the importance of the students' perceptions and attitudes towards their education and their usefulness in identifying aspects needing improvement, and (2) the findings will help educators modify the curriculum so it is even more likely to meet the expectations of the students while at the same time fulfilling the larger goals of a good education on which all universities focus.

Meaning of Terms

The key terms that guide this study are:

English language curriculum. The English language curriculum refers to three components that is (1) content or subject matter with its selection of textual materials, scope, and sequence, (2) methodology and learning environments, and (3) evaluation.

English language program. The English language program is a study program offering courses in English language skills, linguistics, and literature leading to *Strata 1 (S1)* degree which equals Bachelor's degree in American universities.

Perception. Perception is defined as impression of an object or a situation formed by a perceiver through his/her sense organs combined with his/her prior cognitive and affective experiences. Perception is subjective in nature, because in the recognition of an object or the understanding of a situation, the perceiver is influenced by his/her motivational and cognitive biases. In turn, these biases influence his/her attitudes and behaviors towards the perceived object or situation.

Delimitations of the Study

The study confines the data only to those participants majoring in the English language program who either have finished their studies or are taking courses in the three

selected private universities in Jakarta. These institutions are coded in this study as follows:

Institution # 1: *Universitas Dian Atma (UDA)*

Institution # 2: *Universitas Mercu Suar (UMS)*

Institution # 3: *Universitas Pelita Insan (UPI)*

The sample of currently enrolled students was confined to those who were at the time of data collection in their fifth semester or above. These students had had some experience with the curriculum and were able to comment on it. The graduated students were limited to those who graduated within the last five years because they started their studies while the current curriculum was in effect. The choice of private universities was made because they are less flexible in their ability to modify their curriculum. Although private higher education institutions share some similarities among themselves and with government institutions, the researcher does not generalize the findings. However, the research might serve as a model of curriculum reform that uses student perceptions and recommendations as a consideration to determine directions for curriculum improvement in all institutions of higher education throughout the country.

Chapter Outline

The dissertation consists of five chapters. Chapter I describes the problem underlying the research topic, purpose of the study, meaning of the terms used in the

study, significance of the study, the delimitations of the study, and chapter outline. Chapter II provides the conceptual base for the research. It consists of a review of literature that centers on two parts. First, a document review on a how higher education curriculum in Indonesia is approved for implementation. The various people and groups responsible for curriculum reform are identified. Second, a literature review on the involvement of students in curricular issues. It discusses what scholars and educational trends say about learners to present a rationale for why it should be considered important to involve students in curriculum reform. Chapter III discusses the design of the study. It includes the approach to the instruments and the data collection to answer specific questions. Chapter IV centers on data analysis. Chapter V presents the summary of the study, conclusions as the result of its major findings, recommendations for change in English language programs in the three participating universities in Jakarta, and suggestions for further research.

C H A P T E R I I

LITERATURE REVIEW

There are two parts to this chapter. The first part describes the process by which the curricula of academic programs in private higher education institutions in Indonesia are approved for implementation. This process provides the background for possible curriculum reform. The second describes what scholars and educational trends say about the students in their learning process. The description supplies a rationale for heeding their opinions in curriculum decision-making attempted by curriculum developers if they want to make curricula more responsive to the needs of students.

From Proposal to Implementation: Journey of the Curriculum

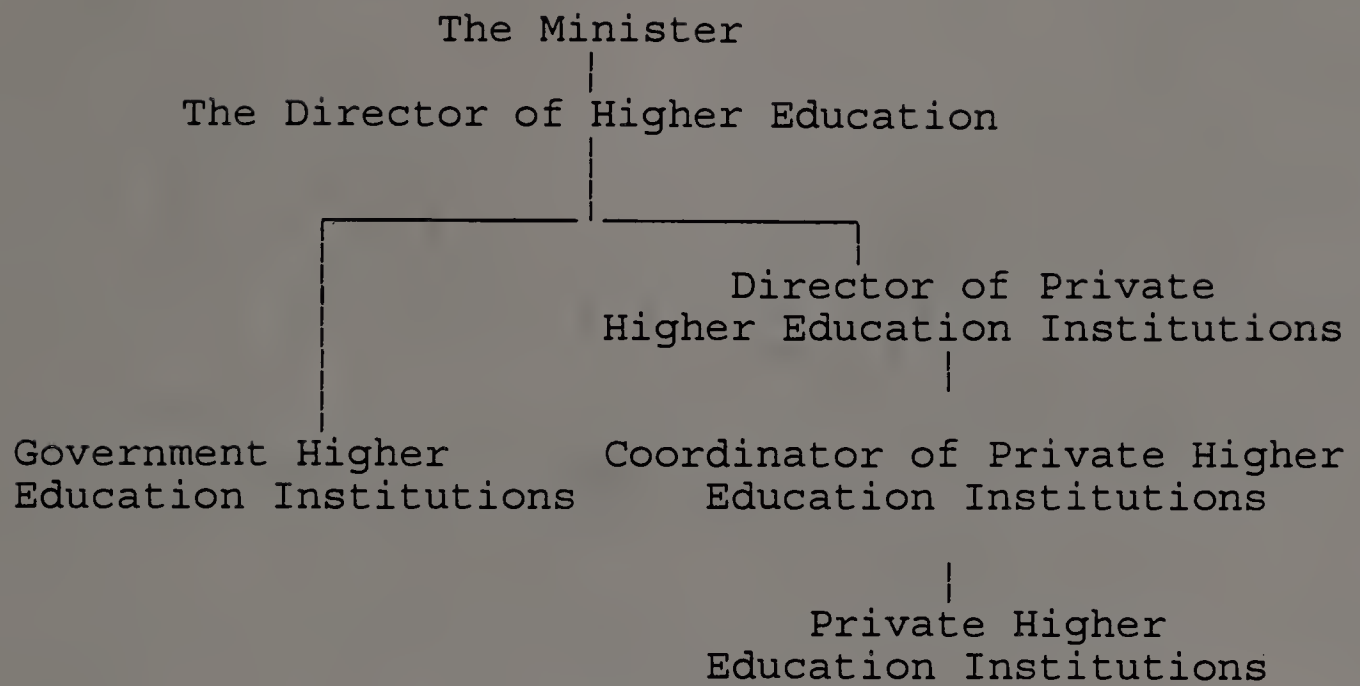
A centralized education system in Indonesia is implemented for private higher education institutions as well as governmental ones. There are procedures to follow and personnel who must approve before a program of study may be adopted at any school. In this part, the researcher describes in general the process involved in the design and implementation of a curriculum and, in particular, the implementation of the curriculum by the English language programs in the three institutions chosen for this study. First, the various departments in the higher education system of both governmental and private organizations and how they are related are described; second, the process of

planning the curriculum is depicted; third, the steps of implementing the curriculum are explained, and fourth, how each institution under study as well as their government counterpart expands the curriculum beyond the compulsory "core" curriculum is discussed.

The administration of a program of study in a private education institution in Indonesia involves both the institution and the Ministry of Education and Culture (MOEC). The personnel involved within the MOEC are the Minister, the Director of Higher Education, the Director of Private Higher Education, the head of a similar program of study in a government higher education institution, and the Coordinator of Private Higher Education Institutions. Decision-making at the private higher education institution involves the president, the department head, and the head of the program of study. How they are related is explained in the following section. Figure 1 shows the hierarchical structure at the governmental level.

Higher educational institutions in Indonesia are managed by both the government and private organizations. In this paper, for brevity, the government higher education institutions will be referred to as GHEI and private higher education institutions as PHEI. Both GHEI and PHEI are supervised by the Directorate of Higher Education of the MOEC. While the GHEI answer directly to this directorate,

Organizational Structure at MOEC*



*Adapted from *Struktur Organisasi Departemen Pendidikan dan Kebudayaan* [MOEC Organizational Structure]

Figure 1. Hierarchical Structure at the Government Level

the PHEI have two other government units supervising them:

The Directorate of Private Higher Education Institutions, and The Coordinator of Private Higher Education

Institutions. In January 1995, there were 49 GHEIs and

1200 PHEIs throughout Indonesia (Interview with Mr. Moh.

Hafirudin, on January 25, 1995). The establishment of

PHEIs has been an outgrowth of several considerations:

(1) To provide access to higher education to more graduates of ever-expanding high schools who could not be accommodated by already existing public universities.

Private institutions of higher education account for about

60% of the total enrollment in higher education; (2) To

enable youngsters to pursue their studies in the region

where they live; (3) To enhance the image of prestige of certain groups or persons within the society in having their own universities; and (4) To provide income or additional income to individuals or groups or organizations (Atmakusuma: 131-2). The educational objectives of higher educational institutions are: (1) To prepare societal members whose academic or professional abilities enable them to apply, develop, or invent science, technology, and/or arts; (2) To develop and disseminate the utilization of invention in science, technology, and/or arts in order to improve communal life and enrich the national cultural heritage (PP No. 30/1990; Governmental Decree on higher education).

The administrative and academic status of GHEI and PHEI are determined differently. Fulfilling the requirements of the ratio between the faculty and the students, number of qualified faculty members, adequate academic support personnel such as librarians and lab technicians, researches done, special academic activities such as seminars, and physical facilities like classrooms, library, and laboratories (Junge, pp. 164-6), programs of study at GHEIs are ranked (by the Director of Higher Education) either "leading," "middle," and "young" (Junge, pp. 161-2). On the other hand, similar fulfillment of the requirements bring about the accreditation status at PHEIs as "equalized," "recognized," and "registered."¹ The curriculum of each program of study consists of the

compulsory "core" curriculum, about 80% of the total credits, and the remaining 20% allotted to the electives offered by each individual PHEI. The prescribed "core" curricula which are also the National Curricula are usually the curricula implemented by the "leading" programs of GHEI. Through the Coordinator of PHEI "leading" programs of study at the GHEI have the tasks of overseeing similar programs at PHEIs having the two lower accreditation status, namely "recognized" and "registered." The assignment of the "leading" GHEI is due to the geographical and historical ties (Junge: 170). Examinations held and degrees granted by "equalized" institutions are fully autonomous without any supervision by the government. "Recognized" institutions may conduct examinations under government supervision, whereas students of "registered" institutions must undertake a special state examination; only then will the degrees awarded to graduates of the latter two types be recognized by the government. (Atmakusuma: 134).

The department coordinating PHEI is under the auspices of The Director of Private Higher Education, it sees to the accreditation of each program by periodically checking the curriculum, the faculty, and the facilities available as well as the evaluation procedures. This accreditation is done by the joint committee among the administrative personnel of Coordinator of PHEI, faculty members of the "leading" GHEI, and the program of study at the PHEI. As

the result of this evaluation, programs of study may be down graded or promoted to a higher status. This department also coordinates the state examinations and the director endorses the diploma of each graduate from the PHEIs under his/her jurisdiction. Because there are statutes of limitation for students of all levels of study at the higher education institutions, the Coordinator of PHEI also checks the implementation of this rule and grants or rejects requests for extension. The statute of limitation for the *Strata 1 (S 1)*² degree is 14 semesters.

The planning of Curriculum at PHEI involves several steps. First, to get the required accreditation and gain the "registered" status, in the beginning of the operation, a new program at a PHEI will copy everything done by the similar program of study at the leading GHEI assigned to supervise. It may even go so far as to hire the GHEI's faculty members as their part-time faculty. Later, when the program feels it is competent enough, it will request an evaluation to promote its status. In addition to other administrative matters, the program strives to submit the desired curriculum, taking into account the additional elective courses of 44-60 credits³ as the specificity of the institution.

In the case of a new program unavailable at its leading GHEI, several PHEIs in the same region may get together to decide the "core" curriculum for the program. This will result in a proposed curriculum submitted to the

Coordinator of PHEI for approval. The proposed curriculum includes the "core" courses and the expansion, course objectives, course descriptions, and required textbooks.

The proposal will then be studied by a regional committee in which the members are personnel from the PHEIs, GHEIs, and the Coordinator of PHEI. If there is only one PHEI submitting the proposed curriculum, it will have the advantage of being approved as the proposed National Curriculum without having to compromise with the curricula of other PHEIs.

When the committee approves the curriculum, the curriculum will then be forwarded to the national level to get final approval. Nationally, in addition to the personnel from the Department of Education, the national committee will also include experts from other departments which are related to the program. For example, the committee on Maritime Studies involves people from the Department of Religious Affairs as well as Department of Communication and Tourism.⁴

Afterwards, the approved curricula will be given to the Director General to be forwarded to the Minister of Education. The Minister is the person who signs the decree authorizing the National Curriculum for the said program.

The implementation of curriculum involves several interrelated steps. First of all, based on the Ministerial decree, the Coordinator of PHEI grants the program of study an appropriate accreditation status and the permission to

implement the approved curriculum. The letter of approval becomes an assignment issued by the president of the PHEI to the department head. Finally, the department head issues a letter of authorization to the head of the program of study who will be carrying out the day-to-day academic and administrative activities.

The National Curriculum of the *S1* degree program of the English language used as the basis for the analysis was decreed in 1984. The stated national goals of this program were that graduates are (1) to possess the personality and the awareness of a citizen in accordance with the national ideology and the constitution, (2) to have an open mind toward developments in the field of literature, (3) to master the basic methodology to develop the field, (4) to have the basic knowledge in recognizing, comprehending, explaining, and solving problems in literature in accordance with the stage of study, and (5) to understand the arts of management so as to be able to carry out the task in accordance with the field and the stage of study.

When a curriculum is nationally decreed, aside from the compulsory credits stated in the National Curriculum, each program offers elective courses in accordance with either the mission of the institution or the strengths of the program. In this case electives comprise between 44 and 60 credits. Each English language program in the three institutions chosen has different objectives. The English section of the Department of Foreign Languages at the

University of Indonesia, a GHEI, has its own objective as well.

Universitas Dian Atma (UDA) has the objective of educating students to master English literature so as to possess the ability to discuss it competently within the Indonesian society, in addition to being able to offer critiques from the Indonesian philosophical points of views. Graduates are also expected to understand the English way of thinking to interpret it to the Indonesian society. On top of that, the graduates are also expected to be fluent in English, and skillful enough to carry out research investigating the best ways for Indonesians to learn English well in the shortest possible time.⁵ The program objectives of the English language program at *Universitas Mercu Suar (UMS)* are: to educate students in getting ready to work as interpreters or translating literature in international affairs, politics, science, social, economics, and technology from English to Indonesian; the graduates are expected to be nationalistic but are also concerned with international issues, independent, and responsible for the development of science and the scientific world.⁶ The English language program at *Universitas Peliita Insan (UPI)* has the objective of educating high school graduates in mastering the English language to help enrich the national cultural heritage by realizing the three missions of the higher education institutions--teaching, research, and community service

through the utilization of the unique characteristics and value systems of Christianity.⁷

The objectives of the English section in the Department of language and literature at the GHEI in Jakarta, *Universitas Indonesia*, are (1) The graduates are expected to be experts in the linguistics and literature of the people whose mother tongue is English; (2) The graduates possess the ability to carry out researches in linguistics and literature of the people whose mother tongue is English.⁸

Table 1 shows how each institution expands the curriculum beyond the National Curriculum.

The table shows that the three private institutions share some commonality in the courses offered, however, they differ a lot in the specificity of the expansion. Of the three course groups of Language Skills mastery, Linguistics, and Literature, all institutions allot the most hours to the first. *UDA* and *UPI* emphasize the mastery of English language skills in the objectives and it shows in the number of credits allotted to this category. Among the 5 required courses in that category, *UDA* and *UPI* regard Grammar so important that 6 credits are required, whereas *UMS* thinks that it is necessary to add 8 credits to Reading Comprehension. The institutions, wanting to bring the skills in the English language of the incoming students to a par with their requirement, offer some remedial courses.

Table 1

Prescribed and Supplemented Curriculum of English Language Programs

COURSE TITLE	National Cur.	UI	UDA	UMS	UPI
<i>Linguistics</i>					
Introduction	4	4			
Phonology	4	4			
Morphology	3	4		+1	+1
Syntax	3	4		+1	+1
Semantics	4	4			
Phonetics				+2	
Seminar		6			+4*
Special topics					+4*
<i>Literature</i>					
Intro. to lit ap.	4				
History of Br. Lit.	4	4	+2	+2	+2
History of Am. Lit.		3		+2	+2
Prose	4	4 (British)	+4		^4
Drama	4	4 (British)	+4		^4
Poetry	4	4 (British)	+4		^4
Br. Cult. Bckgrnd	4	2		2	2
Am. Cult. Bckgrnd		2		2	2
Resrch method	4	8			
Seminar	4	4			+4*
Hstry of Brtsh				+2	
Aust Culture				+3	
Psy of Lit.				+3	
Special topics		96			+4*
Literary Crit.			+2	+2	+2
<i>Lang. Skills</i>					
Grammar	4	4	+6	+4	+6
Rding Comp.	4	8	+4	+8	+4
Spoken Eng.	4	8	+2		+4
Listening C.	4				+4
Writing	4	6	+4	+8	+4
Integrated Eng.					+6
Pronunciation					2
Vocabulary.			+2		
Lang. Drills			+4 smstrs		
Remedial Eng.			+4 smstrs		
Foreign Langs.				+8	
Theory of Translation.	2	2			
Translation	8	2	+2		
Thesis Writing			+6	+6	+6
Office skills					
Business Eng.				+2	
Typing					+1 smstr
Computer Op.					+1 smstr

Note: * either one
^ 2 credits each for British and American
+ additional credits

UDA students spend 4 semesters doing both Language Drills and Remedial English, while *UMS* strengthens students' pronunciation by offering a course in Phonetics in the second semester of the students' freshman year, *UPI* allots a six- credit course on Integrated English in addition to a two- credit course on Pronunciation to new students. All institutions place equal importance on Reading Comprehension and Writing as shown by the additional 4 credits at *UDA* and *UPI*, and *UMS*'s doubling of that number.

Both *UDA* and *UMS* offer more courses in Literature than the prescribed compulsory "core" curriculum. While *UDA* students spend more time in the study of literature in depth along the conventional line of 19th and 20th century British Literature, *UMS* students' views are broadened beyond Britain by having to take a course in Introduction to Australian Culture in addition to a rather unconventional course on the Psychology of Literature. Contentwise, *UDA* sticks to British Culture and Literature, *UMS* expands to American and Australian, and *UPI* includes American as well as the British Culture and Literature.

Although only *UMS* spells out the vocational aspect of their objectives, two of the three institutions include courses in office skills: *UMS* Business English and *UPI* Typing and Computer Operating Skills. Having the advantage of offering the Japanese and Chinese language programs at the university, *UMS* requires the students to have 8 credits in the second foreign language(s). These two courses,

Computer Operating Skills at *UPI* and foreign languages at *UMS* are offered by cooperating with other program(s) or bureau within the university. This shows that interdisciplinary cooperation has begun in these two universities.

The government counterpart of these private universities, *UI*, offers a variety of electives in Special Topics in Literature amounting to 96 credits. Among the PHEI, only *UPI* made this offer of four credits.

To summarize, the curriculum of a program of study at private higher education institutions in Indonesia is decided in both bottom-up and top-down fashions. It is suggested by the program of study and approved by the authoritative body concerned. The supplementation of the curriculum by individual programs depend on: the importance placed on the designated categories in accordance with the university mission, the interests of the available faculty, and other available facilities within the university.

Involvement of Students in Their Learning

The involvement of students in their learning process is considered from several points of view, citing several scholars from the United States and Indonesia, as well as various concepts in education. Joseph Schwab discussed the reasons why students staged protests. Dewey--as the founding father of progressive American education--has his

own viewpoint on learners' positions. Freire sees learners as the oppressed party. Ivan Illich stated his reasons for wanting to do away with schools. From Indonesia, Ki Hadjar Dewantara, whose "*tut wuri handayani*"--accompanying students along and pushing them from behind--has become the motto of national education after independence, has his own view of learners. Tyler's ideas on learning experiences are discussed. An alternative approach to adult learning is depicted in the Andragogy. Critical pedagogy focuses on the latest concerns in education--race, gender, and class.

Joseph Schwab

Joseph Schwab who thought that students' protests were rooted in their having been mistaught, suggested reforms by paying attention to the students' needs in relation to the various educational possibilities, competence in decision making and the responsibilities entailed, realization of values, recognition of self and the community. From the curriculum point of view, the resources he suggested are arts of recovery, principles of inquiry, arts of inquiry, diagnostics, and affective transactions. All these resources demand that students be given the opportunity to interpret readings in depth, to defend their arguments, to get feedback from both the instructors and their peers. They work on projects in accordance with the necessary

process of determining the problem, choosing principles of inquiry, collecting the data needed, interpreting the data, and drawing conclusions. During the process, each student is encouraged and assisted by the instructors who are the experts in the fields, whose questions provoke further inquiry into the core of the problems and whose manner and attitudes are supportive. In providing assistance, the instructors should be familiar with the strengths and weaknesses of each student, his/her attitudes, habits, beliefs, biases, experience, and usage of techniques. All these are done with the expectation that the student not only knows something more but knows what he/she knows and that he/she knows, and he/she has done his/her work in concert with an instructor, with other students: assisting and being assisted, receiving and giving criticism, profiting from others' examples, good and bad. Schwab is concerned with adult students. Younger students are the attention of John Dewey.

John Dewey

Confronted with two opposing attitudes regarding "the child": on the one hand, an "immature" who needs to be formed; and on the other hand, the being considered as the beginning, the center, and the end. Dewey suggested a compromise between the two by saying that since the child's activities may be directed in environments favorable for experiencing the knowledge presented in subject matters,

the teacher's task is to provide an appropriate environment.

A good aim surveys the present state of experience of pupils and, forming the tentative plan of treatment, keeps the plan constantly in view yet modifies it as conditions develop. The aim is experimental, and hence constantly growing as it is tested in action. (1966, p. 105)

Learners are involved by:

- o having their activities and needs considered as the foundation, and
- o having their activities considered as the methods of instruction.

For Dewey, the child is always a particular child with a particular experience, not some abstraction in the curriculum-maker's mind. And the child from the moment of his birth is in continuing interaction with many curricula --many educative institutions, or, if one prefers, with an extended curriculum taught and learned (and mistaught and mislearned) in a variety of situations (Cremin, p. 12). Cremin went on to say that Dewey's famous "spectator theory of knowledge" pedagogically leads to a concept of curriculum that sets out the *a priori* in clear and concise terms and to a concept of instruction whereby the teacher (as knower) shows and transmits the *a priori* to the student. The teacher's success (as well as the student's) depends on the size of the deficit between the ideal reality "out there" and the existential reality the student possesses. It is feasible to call this curriculum a "measured deficit curriculum"; with grades designed to

measure the size of the deficit: The higher the grade the lower the deficit. Here the student is a spectator to a *priori* knowledge, a receiver of what teacher and texts transmit, active only in the narrow sense of keeping "on task."

Dewey's concept of experience, with its emphasis on reflection, interaction, and transaction, was his effort at founding a new, practice-oriented epistemology--an experiential epistemology. Key to this epistemology, what makes it transformative, is the concept of reflection. Reflection is for Dewey the vehicle for bridging the gap past philosophies established between theoretical and practical thought: the former practices only by those formally trained in the special methods of philosophy: the latter done by ordinary people in the daily living of human experience (1938, p. 141). Dewey's schools provided the student with hands-on or activity experiences, but only to a point; the skills are developed as a base for broader, more reflective, and transformative experiences. Transformative experiences, he believes, could be achieved by common people sharing their insights and thoughts in a critical yet cooperative manner. In such a reflective and transformative frame, a student's present experiences are seen in both themselves and future possibilities. These possibilities will emerge only if the process of reflection is critical, public, and communal. These three attributes cannot be overemphasized; they act not only as attributes

defining (reflective) process, but also as ideal characteristics for classroom curricula. Dewey believed that classrooms should be communal, places where "had" experiences could be openly analyzed and transformed; where, through mutual cooperation, students and teachers explore alternatives, consequences, assumptions. This communal and public exploration is done in a critical and rigorous yet sympathetic manner. Ideas are put forward for the purpose of exploration, to be part of recursive process. The curricular challenge is to put this process into practical operation. Undoubtedly such will require a new concept of what it means to be a student as well as to be a teacher (Doll, p. 142). This concept is answered in Freire's *Praxis*--action and reflection.

Paolo Freire

For Freire, there are two groups of people in the society: the oppressors and the oppressed. Both suffer in the oppressive situation that nobody can get out of unless one of them tries. The attempt can only be done by the oppressed in their humanization process, humanization for both the oppressor and the oppressed. One of the ways to do this is through the understanding of the world. Praxis is the concept he suggested. To carry out the concept, which is to reflect and act, there should be dialogues which are not "the act of one person's 'depositing' ideas in another, nor can it become a simple exchange of ideas to

be 'consumed' by the discussants" (1992, p. 77). Dialogues can only happen when there is love for the world and for man, humility, and faith in man. There should be a mutual trust between the people involved in dialogues. The dialogical character of education begins when the teacher asks himself what he will dialogue with the student about. For the dialogical problem-posing teacher-student, the program content of education is neither a gift nor an imposition--bits of information to be deposited in the students--but rather the organized, systematized, and developed "re-presentation" to individuals of the things about which they want to know more (1992, p. 82).

Education is not carried on by "A" for "B" or by "A" about "B," but rather by "A" with "B." The essential difference between Freire and other educators is that the students/learners are on equal footing with the teachers. This can only happen in formal education when the method used is "problem posing" instead of "banking." In the "banking" education concept as has been practiced so far, students are passive and helpless. They are taught, thought about, disciplined; they are just the objects of the education endeavor. They know nothing, only listen, comply to teachers' choice, and adapt to the program content (1992, p. 59). In the "problem posing" approach, students will be critical thinkers. The students have every right to decide what they want to learn and are

critically objective about the reality they perceive (1992, pp. 71-74).

This concept of humanizing both the oppressed (the students) and the oppressors (the teachers) is done via proper curriculum (Wilhelms in Leeper, pp. 19-33).

Wilhelms suggested that "a curriculum is not something you teach. It is something you teach with." The curriculum should answer two questions: (1) Out of all the enormous range of possible subject matter, of which we can only use a little, what is most worth in terms of the knowledge and competence people need? and (2) What has the greatest potentials as a medium for human growth?

In dialogues with Mexican intellectuals Freire revised his previous opinion about higher education. That students ("educands" in Freire's term) should have a role in the programmatic organization content was again emphasized in his latest book on pedagogy (1992, p. 109). He also pointed out that the validity of teaching somebody to learn is when educands learn to learn in learning the reason for, the "why" of the object or the content (1992, p. 81).

Quoting Gramsci, that a university has the specific role of forming intellectuals whose role is cultural organizers who are capable of intervening in the destructive practice of domination, Freire asserted that intellectuals face a serious problem of saying one thing while doing the opposite. That knowledge "deposited" in the textbooks is separated from contextual reality. He suggested that

reality and knowledge should be problematized by both the teachers and the students, which means that it waits to be transformed into reality. He objected to the homogeneity of a university where everybody thinks alike and has the same commitments. According to him, anybody who has a different opinion from others should not be considered wrong. Differences within the university, when accompanied by faith, loyalty, honesty, and integrity are enriching. Instead of engaging in controversy about a difference, there should be a dialogue. It is important for young people to perceive a different vision of reality and this reality is not the same for all university students. The little belief Freire has in formal education institutions is lost in Illich, who wanted to do away with schools altogether.

Ivan Illich

According to Illich (1970), citizens' desires to pursue any learning is hindered by factors such as prior schooling; they do not have any say in what, when, and how they want to learn something. Learners have to meet certain conditions in the curriculum to make the grades. Illich does not believe in schools because, according to him, in schools students follow rituals, listen to lectures, and become domesticated. As the result they get certification to be potential money makers or power leaders. Students in schools are consumers of the packaged

curriculum: it has already been decided when and how students should be given instruction. In this way, they are enslaved and dependent on instructions and directions. Under the impact of urbanization, children become the natural resource to be molded and fed into the industrial machines. As a result of education, children change their behavior which can be measured, and they are expected to follow the elders and meet their expectations: to carry on traditions and transform the society. Since in reality people learn casually outside the classroom walls by participating in meaningful settings, Illich suggested that a good education system should have three purposes:

everybody who wants to learn should have access to available resources at any time in their lives;

everybody is able to share what they know, to find those who want to learn it from them; and

everybody who wants to present an issue to the public should have an opportunity to make his/her challenge known. (1970, p. 75)

All these cannot be done in schools where learners submit to an obligatory curriculum, or to a discrimination based on certificates or diplomas. Instead of schools, Illich proposes "learning webs," the system where everybody may get access to education resources. The learning webs operate by using four different networks: reference services to educational objects, skill exchanges, peer matching, and services of professional educators at large.

Reference services to educational objects provide opportunities for contact with daily objects, such as

games, automobile, radio, and public utilities such as railroad yards and fire stations, which can be utilized as learning facilities. Places people visit daily, such as stores, may also serve as educational objects on condition everybody functions as a tutor providing explanation and assistance to inquirers who want to satisfy their curiosities about the things they come across. Skill exchanges occur when people with particular skills share their expertise without necessarily having the papers to prove them. The only requirement is that these skilled persons should know learners' learning problems and have the ability to motivate learners. Peer-matching is a communication network with a data bank where information on people with available skills is stored; this information is then matched with a peer-learner. This network may be computer network, public bulletin board, and classified newspaper advertisements, among others. There are several advantages to this kind of network. First, it helps in making explicit the many potential but suppressed communities of the city. Secondly, it facilitates freedom of citizens from dependence on bureaucratic civic services. Thirdly, it is an essential step to providing new means of establishing public trust towards the professional, especially the ones without certificates. Professional educators at large are professionals providing guidance to parents and other "natural educators," assistance to individual learners, and skills to network operators. The

skills and attitudes needed of these people are not those possessed by present-day school administrators or teachers, but rather those of museum curators or librarians. What students do is periodically seek advice such as further goal setting, learning problem solutions, and alternative methodology in learning.

Illich's "learning webs" are appropriate in a society where the people are aware of their needs but unable to meet the requirement demanded by formal education institutions. In the beginning of this century, there was a different situation in Indonesia; formal education institutions were only meant for particular groups of people. Ki Hadjar Dewantara was aware of this shortcoming prevalent among the larger group of people at large who would build the country, and was actively trying to provide more educational opportunity. He then was officially recognized as the founding father of the national education system of Indonesia. His views and recommended practices for educating young people are presented next.

Ki Hadjar Dewantara

Dewantara, though himself educated in Dutch schools, totally opposed the Dutch education system. According to him, Western education (represented by the Dutch) killed the free national spirit distancing the people from their own culture, language, and arts in order to copy those emanating from the Dutch. His proposal for national

education was to combine Western ways of life beneficial to our national lifestyle with those of the traditional Javanese education system. In 1922, he founded the "*Taman Siswa*" (Learner's garden) school system. The education institution was based on three centers: Family center is the place where the students' moral and social behaviors are formed, Teaching center is the center for skill training and academic instruction, and Activity center is the "free area" for the students to do whatever they choose within the limitation permitted; this center is meant for their character building. Dewantara's school system was very nationalistic which attracted many nationalists. Dewantara cited traditional education practice as a model for the national education system. One aspect was that, traditionally, pupils and teachers lived together making it possible for moral education and intellectual inquiry to be delivered at the same time. The teachers served as everyday role models. According to Dewantara, who emphasized that education should be in accordance with nature, it was only natural that boys and girls should have the same instruction and education. In his centers boys and girls grow up together like siblings in a big family. It was not until they reached puberty that the dorms were separated. The basic premises of this education system were self-denial, self-discipline, and self-reliance. The greater role models were heroes of legendary characters in

shadow plays and modern national leaders of both Asian and European origins.

Students as well as the teachers were expected to develop both the external and internal conditions. The external conditions were all the strengths that made them stronger in mind and body--physical training and academic studies. The internal condition to be developed was the moral education leading to character building. Eastern democracy was emphasized. This democracy attached great importance to establishing a unity of all individuals while discouraging the independence of the individual; it meant that a person considered himself one with the whole and devoted himself wholeheartedly to activity for the benefit of the whole.

In Dewantara's education system, children's interests overrode the interests of adults. Children were considered more important because they would eventually replace their elders. All the elders could do was to impart the nobility of character, to educate the children to devote themselves to forming a society that accorded the ideals held. How they conducted themselves when they grew up was beyond the control of their elders.

In Dewantara's opinion, to educate children was to educate people because they grew to be the adults of the country. Education should have spiritual freedom as the priority so that educands were more aware of their rights and responsibilities as part of the people. There were

three things characterizing freedom: self-reliance, freedom, and self-governance. He criticized Dutch education modes of command, punishment, and order as violating children's spiritual lives. According to him, this education system would make the children live under duress and it is bad for their character building. Besides, this would prevent children from having their own initiatives and always wait for instructions, which would make them lose their personal identities. In place of these three characteristics, he suggested that education should be caring, attentive, and nurturing so that children will grow in orderly, peaceful and tranquil conditions. He defined education as "guidance of all the natural talents possessed by the child so that they will achieve the highest safety and happiness as human beings and members of the society" (1962, p. 20, my translation). In accordance with this definition, the growth of the child was beyond the control and the will of the educators. For Dewantara, educators were to students as farmers to rice fields. Farmers could only provide the necessary care to the soil but could not force the harvest time nor the results. Like farmers, educators had to do everything with the child, walking alongside with them and lending a helping hand if at all necessary. This was the "*tutwuri handajani*" which became the motto for Indonesian educators.

In realizing the *tutwuri handajani* in classrooms, Indonesian educators should, most of the time, spell out

what they are going to do; in doing this, Tyler's curriculum design has been the practical guide.

Ralph W. Tyler

Famous for his four-question rationale of curriculum design which Hayes (1991) referred to as "orderly, means-ends curriculum theory," Tyler (1949) considered learners the most important factor in deciding educational objectives. He further maintained that students' needs and interests should be the main consideration. The needs included physical needs, social needs, integrative needs, and psychological needs. Interests were taken into account because learners would work on something more wholeheartedly if they were interested.

According to Tyler, children learn from the people around them. Therefore, peer groups as a powerful source of learning should be taken into account and utilized constructively toward the attainment of significant educational objectives. Since children needed role models in their lives, educational experience should provide for this need as well. The role models, in Ki Hadjar Dewantara's centers (1922), were the teachers and their spouses with whom the students lived.

In answer to one of the four questions in his rationale, concerning learning experience--"the interaction between the learner and the external conditions in the environment to which he can react" (Taylor, 1949, p. 63)--

Madaus and Stufflebeam (1988) suggested that the experience should provide opportunity to practice behavior implied by the objectives and the learners should obtain satisfactions from doing it. In addition, the important thing was students' motivation to try alternatives to the previously unsatisfactory ways of doing things. In such attempts, they needed guidance, time, and proper materials. The practice should be sequential, not boring repetitions. The teachers as facilitators did not have to be present all through the experience, but the learners ought to have some criteria to judge their performances.

Learning experiences were supposed to help learners in several aspects. One of them is developing skills in thinking; a learner learned to think through the experience of solving problems for himself. Another aspect was acquiring information. A learner was supposed to utilize the information obtained to solve problems, not just memorize it but more likely to use it in appropriate situations. For information to be utilized fully, the information provided should be obtained as a part of a total process of problem solving. It was worthy of remembering, and should be learned, within situations fostering an intensity of impression, the variety of which would increase the likelihood of remembering. A learner should use the important items of information frequently and in varied contexts, and collect the information from several different sources. Another important aspect to

learning experiences was that they developed social attitudes. Tyler defined attitudes as a tendency to react even though the reaction does not actually take place. The development of attitudes was through assimilation from the environment, emotional effects of certain kinds of experiences, traumatic experience, and direct intellectual process. He warned us against the practice of forcing a group's attitudes as the criteria for all, and the existence of antisocial conditions in the school.

The development of interests is another aspect. Though interests serve both means and ends in educational objectives, when it serves as the ends, it enables the student to derive satisfaction from the area of experience in which the interest is to be developed.

All educators discussed above are concerned with learners of school age. However, as more adults than ever before pursue additional education, either formally or nonformally, a different way of meeting their needs is necessary. Andragogy as an educational trend considers a different approach for adult learners.

Andragogy

Students in higher education institutions are mostly young adults newly graduated from high school; some are older, working adults who are more motivated in their study and know what they are doing. Andragogy as adult learning

theory may shed new light on how differently adults should be treated in their quest for more knowledge.

Knowles and associates (1984, pp. 9-18) contended that in order to make adults involved in their own education process, "Andragogy" was preferable to the traditional pedagogy. There are several assumptions inherent in andragogical models. The first thing to consider is that learners are self-directing. Since adults have the psychological need to be perceived and treated by others as capable of taking responsibilities for themselves, they will resent and resist when others' wills are imposed on them. Secondly, adults enter into an educational activity with both a greater volume and a different quality of experience from youth. They have more experience because they have lived longer and the different quality of experience is due to the different roles they play in their daily lives. Thirdly, adults become ready to learn when they experience a need to know or to do something in order to perform more effectively in some aspect of their lives. In addition, adults enter educational activities with a life-centered, task-centered, or problem-centered orientation to learning. They do not learn for the sake of learning, they learn in order to be able to perform a task, solve a problem, or live in a more satisfying way.

An andragogical process design needs appropriate settings and learning conditions. Physically, they are classrooms and other learning facilities; and

psychologically, they are the existence of mutual trust and respect, collaborativeness and supportiveness; conditions where learners are open to new ideas and are willing to risk new behavior without having to feel defensive. The conditions should be pleasant so that learning becomes enjoyable. In addition to those conditions, learners should be involved in the process of learning. The involvement includes formulating learning objectives, designing learning plans, carrying them out, and evaluation.

While Freire is an advocate for social change, Knowles's "Andragogy" is

saturated with the ideals of individualism and entrepreneurial democracy, an ideology of middle-class America with an emphasis on self-reliance and self-fulfillment in which private interests overshadow public end. It had never offered a challenge to hierarchical or exploitative structures in society. (Pratt, pp. 20-21)

The challenge to hierarchical structures by the concerns of class, gender, and race get the attention of critical educators.

Critical Pedagogy

Race, class, and gender are important issues as people all over the world become more mobile and interracial contacts become more frequent. Awareness of differences and similarities so as to maintain equal rights for every individual in real practice becomes more important. Critical theory in education has been established both to

question and to act to offset unequal relations between people and the school. The major tension is the traditional and critical lens of education. According to Kanpol (1994), critical pedagogy refers to the means and methods that test and hope to change the structures of schools that allow inequalities. It is also a system that seeks a cultural-political tool for taking seriously the notion of human differences: race, class, and gender. Moreover, it is a means that seeks to unoppress the oppressed and unite people in a shared language of critique, struggle, and hope to end various forms of human suffering. In the attempts, it incorporates a moral vision of human justice and decency as its common vision and addresses the question of how one's belief and faith are embedded in schooling.

In this concept, students are involved consciously or unconsciously in challenging the dominant values in the society. This act of resistance has the possibility of altering oppressive social structures. Their social and cultural heritage is ascertained as a method to learn more about their particular historical, cultural, social, and economic circumstances and differences. School activities are organized to help them understand their social and cultural backgrounds, question their values to transform inequity between themselves and others.

The teachers work for the betterment of the community by relating the information taught to the dominant value,

with the goals of transforming oppressive, alienating, and subordinating values. They understand that the students' ethnic minority values are different from those of the Western culture. These values are accepted by virtue of the simple fact that everybody is human and different from one another. The teacher must seriously investigate multiple forms of knowledge as related to race, class, and gender with the intent to modify and/or change curricular usage to alleviate alienation, subordination, and oppression of others.

Students and teachers are open to dialogues. Students are able to share decision-making processes. Together with the teachers, students may discuss seating arrangement, grading procedures, and language used. Since both teachers and students have authority over their respective stores of knowledge, learning is reciprocal and dialogical when they share their knowledge. Students are empowered to analyze and synthesize the culture of the school and their own particular cultural circumstances such as race, class, and gender relations in connection with policy making, curricular concerns, teacher-student, and teacher-teacher relations. With their consent, students in the classrooms will be consciously divided into equal race, class, and gender sets and into cooperative learning groups. Students are encouraged to perform to their maximum personal creativity rather than in contrast to somebody else. Student experience is connected to curricular texts to make

curricular knowledge both meaningful and relevant as well as introspective for both teachers and students. What counts as change is the ability of students and teachers to be both better consumers and competent to understand the cultural reasons that cause functional literacy and in particular socioeconomic conditions.

In short, in spite of the different time and places of their writings, all educators discussed above suggest that learners be given proper attention in accordance with their differences. Every learner: children, adults, people of different race, class, and gender, should be treated as a separate individual with individual needs and interests. Curricula should be designed with this diversity in mind. Reforms should take into account the development of interests and needs of the learners in addition to the changing demands of the society.

Summary

This chapter reviews literature that describes the bureaucratic procedure followed in Indonesia to get the curriculum of a program of study implemented. The procedure evolves from both top down and bottom up. A national curriculum sets up the compulsory courses while individual programs of study fill out the course content. Programs of study propose courses to be approved by the Ministry of Education and Culture. Ways that the three participating universities and their GHEI counterpart

expand their English curricula beyond the nationally decreed curriculum are also stipulated. The second part of the literature review considers the opinions of leading philosophers in education including Joseph Schwab, John Dewey, Paolo Freire, Ivan Illich, Ki Hadjar Dewantara, and Ralph Tyler as well as educational concepts of Andragogy and Critical Pedagogy concerning the importance of students being involved in establishing conditions for their own learning.

Endnotes

1. These are the three stages of accreditation given by the Coordinator of PHEI of any program of study in a PHEI, with "registered" as the lowest status.
2. *Strata 1 equals Bachelor's degree.*
3. *Ministerial Decree No. 056/U/1994.*
4. Proposed Curriculum and Syllabus of the Diploma Program, Nautical Department at Private Maritime Academy.
5. UDA catalog of the academic year of 1994/1995, p. 2. My translation.
6. UMS catalog of the academic year of 1994/1995, p. 18. My translation.
7. UPI catalog of the academic year of 1994/1995, p. 4. My translation.
8. Catalog of the English section, Department of Language and Lit., Univ. Of Indonesia. My translation.

C H A P T E R I I I

DESIGN OF THE STUDY

This chapter describes the procedures for conducting the research. First, the selection process involving the institutions of higher education that participated in the study is reviewed. Second, the recruitment of the participants who reported about their English language programs is explained. Third, the construction of the instruments designed to obtain the research data is described. Finally, the process of organizing and analyzing the data contained in the responses to the three major research questions is outlined.

Selection of the Institutions

From the Coordinator of PHEI's list of institutions in Jakarta offering the English language programs, the researcher found that the program is offered by three institutions in the city. Therefore, the researcher decided to include them all in the study, and refers to them in this paper as "UDA," "UMS," and "UPI." Each of the three institutions is described below.

UDA is the first private higher education institution in Indonesia established after the country won its independence. This university offers three programs leading to the *S1* degree in its Department of languages at present: Indonesian, English, and Japanese. The English

language program was founded in 1949. In the academic year 1994/1995, the program had seven full-time faculty members and 72 students. The campus was originally located in the center of the city within a very busy commercial district where public transport is easily obtained. In the early 1980s, it moved to a suburban area, densely populated by people who have lived there for generations. While traffic is not very busy in that area, public transport is fairly convenient. The new students and graduates of the English language program for the five years between 1990 and 1995 are portrayed in Table 2.

Table 2

New Students and Graduates of the English Language Program of UDA since 1990

Academic year	90/91	91/92	92/9	93/9	94/9
			3	4	5
No. of new students	127	89	137	69	72
No. of graduates	53	46	59	67	30

UMS also offers three *S1* degree programs: Japanese, Chinese, and English through its Department of foreign languages. Originally, the institution started as a non-degree program in Japanese language and culture. Societal demands and availability of competent faculty members enabled the single program education institution to develop into a university with several departments offering *S1* degrees and expand the Japanese language program with two

other foreign languages: Chinese and English. The English department was founded in 1987. In the academic year 1994/1995 the English language program had four full-time faculty members and 90 students. The campus is located in a newly developed suburban area, surrounded by new housing complexes but are still sparsely populated by newcomers. Public transportation is not very convenient. Until the early nineties, it was located in the center of the city where there were several PHEIs nearby. It was situated on the busy main thoroughfare connecting the southern and northern areas of the city where traffic was very busy and public transport very convenient. Table 3 illustrates the new student and graduates of the English language program over the past five years.

Table 3

New Students and Graduates of the English Language Program
of UMS since 1990

Academic Year	90/9	91/9	92/9	93/9	94/9
	1	2	3	4	5
No. of new students	9	12	26	38	29
No. of graduates	--	--	2	2	1

UPI is the first Christian private higher educational institution in Indonesia. Its Department of philosophy and literature was founded in 1953, and only English is offered in both the degree and diploma programs. In the academic year 1994/1995 the department had 425 students and ten

full-time faculty members. The campus is located in a suburban area that used to be densely populated but recent commercial development of the district makes it less of a residential area. It is close to the highway intersection that connects the city to other regions east and south of the city. Traffic is very busy and public transport is easily accessible. The department moved to this new campus in the mid-eighties. The original campus was located in the center of the city near several high schools. The new student and graduates of the English language program for the past five years are illustrated in Table 4.

Table 4

New Students and Graduates of the English Language Program of UPI since 1990

Academic Year	90/91	91/92	92/93	93/94	94/95
No. of new students	65	63	67	51	84
No. of graduates	57	40	46	85	34

Recruitment of the Research Participants

Seventy-two participants, comprised of 58 currently enrolled students and 14 graduates, took part in this study. The current students were among those who had registered for classes in their third year of study (fifth semester) and above. Originally, 15 graduates participated in the study but one of them was disqualified because she had graduated more than five years prior to the beginning

of the study. The remaining graduates were those who had graduated within the previous five-year period. Table 5 summarizes the participants' institutional origins.

Table 5
Participants in the Study

	<i>UDA</i>	<i>UMS</i>	<i>UPI</i>
Students	22	9	27
Graduates	3	0	11

Varying conditions in each institution indicated the use of diverse methods to collect the data. The original plan of utilizing a stratified random sampling technique to identify the participants for the research and the interview approach for collecting the data was not strictly carried out. The researcher changed her strategy for both the selection of participants and her data-gathering technique. The divergent data-gathering experiences within the three selected institutions are described in this section. First, the process by which the student-participants were selected is accounted for. Then the procedure used to obtain the graduate-participants is described.

Student-Participants

UPI was the first institution contacted. In this institution, the researcher tried to follow the proposed

design to the letter. From the 425 students in the English language program who were in their third year and above, 20 students were randomly selected. The department head posted an announcement inviting them to come to a meeting regarding this research study. On the appointed date, eight would-be participants attended. After the students listened to the researcher describe her study, they indicated they preferred to fill out questionnaires instead of being interviewed. The questionnaire was then designed by changing the format of interview sheet (Appendix A) into the questionnaire format (Appendix C). Copies were distributed which they promised to hand in two days later. On the promised day, only one questionnaire was returned. The second attempt to recruit more participants was carried out during the Christmas mass hour; with the help of a secretary who knew what semester each student was in, the researcher rounded up nine students, who also agreed to participate by filling out the questionnaire. However, two days later, only four were returned. The researcher's third attempt was made by approaching some students encountered at random in the department corridor. The same secretary helped by identifying the students who would meet the researcher's criteria. The researcher gathered them into a classroom, explained what she needed and invited their cooperation. All of them agreed to provide the information needed by filling out the questionnaire. The researcher then stayed

through the work session with them to ensure the return of questionnaires and to provide assistance. This attempt was more fruitful, yielding 12 respondents. In order to recruit a sufficient number of participants from this university, a fourth attempt was carried out. From some students in their senior year waiting for a faculty who failed to show up the researcher successfully collected ten questionnaires.

While waiting for the *UPI* students to return the questionnaires, the researcher contacted the head of the English language program at *UDA* to solicit his consent for interviewing the students in his department. The program head was dubious about the advisability of personal interviews and suggested employing questionnaires instead. He took multiple copies of the questionnaires with him to distribute himself. The researcher received answers from 22 participants two days later.

Contrary to her peers at *UDA* and *UPI*, the head of the English language program at *UMS* was receptive to the interview technique. She marshaled all the available students in their third year and above and placed them at the researcher's disposal. Everybody was willing to provide the necessary information without going through an actual face-to-face interview. The researcher distributed copies of the questionnaires and supervised a group work session with the students. This institution was ultimately represented by nine participants.

Of the total of 58 student-participants, 47 were female and 11 male. The youngest was 20 years of age and the oldest 27. The largest percentage were 22 years old. One did not specify her age. All used Indonesian language in their daily oral communication. Two of the student-participants spoke Javanese in addition to Indonesian, one spoke a North Sulawesi regional language, and one other claimed to speak a regional language but did not specify what it was. Although officially the teaching of English in Indonesia begins in the junior high school, 18 of the 58 student-participants started to learn English during their elementary school years. As some students move to Jakarta for their higher education, the researcher found that only 12 of the student-participants in the research sample fitted this category. Three lived with relatives, seven in boarding houses, one owned a house, and one other did not specify. Regarding their academic status at the time of this study, the researcher discovered that 25 of the students were starting their fourth year of study, 18 their third, 11 their fifth, one her sixth; three did not indicate their academic status.

Graduate-Participants

Graduates are a little more difficult to contact. At UPI, using random number selection, the researcher selected ten graduates from the year-books of the previous five

years. However, the department did not have records of their employment since graduation nor their telephone numbers. The only addresses the department had were those listed while those graduates were still enrolled. Therefore, none of the graduates selected could be contacted. By word of mouth, one graduate who learned of the researcher's attempt to find them volunteered to be a participant. The researcher and this person agreed to use a commercial location in between his workplace and the researcher's residence as the site of the interview. The researcher and this graduate spent more than an hour discussing the department, concentrating on the researcher's pre-prepared questions. The researcher took notes during the interview. Another graduate, who happened to visit the department, gave his consent to be interviewed. It took place in the unoccupied department faculty lounge. Another graduate, who came to visit the researcher at her residence to seek an opinion regarding further graduate study, became another participant. Through her, the researcher added two other participants, who mailed the questionnaires because the researcher and these persons could not find available time to meet. Another graduate, who frequently meets with her former classmates over lunch on Saturdays, agreed to serve as liaison with the researcher; she gave them each a questionnaire. After receiving the completed questionnaires, the researcher joined these four graduates

for a group discussion. Regarding issues connected with their alma mater, the researcher took notes on their answer sheets to clarify some ambiguous points. The researcher met another graduate in the department office of *UPI*. She did not have time for an interview, because she had to catch a plane later that day, so she mailed the questionnaire to the researcher here in the United States. Another graduate is teaching English at a high school close to the researcher's residence in Jakarta. He preferred not to have an interview but filled out a questionnaire instead.

The program head at *UDA* contacted ten recent graduates as requested. They, on the phone, agreed to participate by filling out questionnaires. Although a copy was sent out to each of them only three returned it. No follow up was attempted because the department did not have current addresses for their graduates.

At *UMS*, from the graduate list that consisted of seven alumni, the department had the addresses of five. The researcher sent each a copy of the questionnaire endorsed by the program head. Two were returned with "Addressee unknown." The researcher did not hear from the others. Therefore, she did not have any data from the graduates of this institution.

Ultimately, a total of 14 graduate-participants, 11 female and 3 male were recruited. The youngest was 24, the oldest was 48. Most of them had lived in Jakarta since

birth. All of them use Indonesian in their daily communication. Two can speak other foreign languages in addition to English, one Portuguese and one Chinese. Most of them work as English tutors.

To preserve the anonymity of the participants, they are referred to in this study by codes. Appendix B shows the summary of participants: their age, academic status, gender, and the institutions they were from.

Construction of Instruments

To obtain the answers to the research questions, the researcher originally intended to use the interview technique. An interview guide sheet was designed (Appendix A) and pilot tested by means of a telephone interview. The respondent was a graduate of the English language program of UPI residing in Los Angeles, California. Subsequently, no major change was required in the interview guide.

The interview guide consisted of three main parts. The first part inquired about the reason(s) for the participants choosing to learn English. The second part asked for their perceptions of the strengths and weaknesses of the components of curriculum. The last part asked for their recommendation of improving the curriculum. In practice, the interview guide was used in obtaining data from only two graduate-participants. For the other participants, however, the interview guide sheet was transformed into two anonymous survey questionnaires with

open-ended questions: one for the graduate-participants (Appendix D) and the other for student-participants (Appendix C).

The questionnaires were written in Indonesian and were letter coded: "S" for student-participants and "G" for graduate-participants; the institutions were numbered: "I" for *UDA*, "II" for *UMS*, and "III" for *UPI*. There were three sections in the questionnaires: the first section of the "S" questionnaire solicited information about student-participants' academic progress. Section II about personal matters. Regarding academic matters, they were asked what semester they were in, whether or not they had taken particular courses, and their opinions about the usefulness of those courses. Personal matters included age, gender, language in daily use, when they started to learn English, living situation, and involvement in off-campus activities using English. The third section consisted of three main parts. In each part there were open-ended questions. The first question inquired about the participants' reasons for learning English. The second question consists of several sub-questions focusing on the strengths and weaknesses of the curriculum. To evaluate strengths, inquiries were made about "selection of the material," scope of coverage," and "sequence of presentation" of courses in the three course groups. The three course groups are Language Skills, Linguistics, and Literature. Within the Language Skills group were courses in Reading for Comprehension, Writing,

Translation, and Conversation. Reading for Comprehension is an important course because it provides the basic skills needed to decode written messages in reading materials for other groups of courses. The other three are also badly needed language skills. The Linguistics group comprises courses in English Phonology, Morphology, Syntax, Semantics, and Seminar in Linguistics. The Literature group offers courses of the introductory type such as History of Literature and Cultural Background as well as such advanced subjects as Literary Analyses, Literary Criticism, and Seminar in Literature. In the same fashion, perceived weaknesses of courses in each course group were inquired about with an additional section in which the participants were asked to make recommendations concerning ways to overcome the weaknesses. Strengths and weaknesses of teaching methods, instructors' attitudes, learning conditions on campus, and facilities the institution provides, as well as the institution's evaluation system were also inquired about in this section. The third question requests the students to make additional recommendations concerning ways the department might use to improve the curriculum.

The questionnaire for the graduate-participants also consists of two parts: The first part asked about the participant's personal data and work situation. Including age, gender, language used for daily communication, year of graduation, occupations, when they started to live in

Jakarta, and in what out-of-the-workplace activities using English they were currently involved. About their work situation they were asked about the extent to which their work needed English, whether the knowledge of English gained from studying in the department equipped them to carry out their tasks, and what their responsibilities were in their jobs. The second part inquiring their perceptions also consists of three sections. In each part there are open-ended questions. The first section asked them for their reasons for learning English. The second solicited their perceptions on the strengths of the various components of the institution's English language curriculum. Since the graduates were not attending classes at that time, the questions were of a general nature. Unlike the student-participants' questions, the graduates were not asked about the subject matter in detail. They were asked about the strengths of the selection of textual materials, scope of the materials, and their sequence. They were also asked about faculty's teaching methods, as well as the faculty's attitudes both towards the students and the courses they taught. In addition, the graduates were asked to comment on the facilities provided by the institution as well as its evaluation system. Similarly, opinions about any weaknesses of the curriculum were solicited, and what the participants' recommendations would be to improve the shortcomings. The last section asked the graduates to offer further recommendations for improving

the effectiveness of the curriculum as well as other related matters that should be taken into consideration in the endeavor of curriculum reform.

Data Organization and Analyses

Time available for conducting the data collection was very limited. Collecting data from current students occurred during the weeks of December 12- 17, 1994 and January 5-12, 1995. Graduate data-collection extended from Dec. 12, 1994 until the first week of February 1995.

All completed questionnaires were checked to see whether or not each participant met the selection criteria. All the student-participants met the criterion of being in their third year (fifth semester) of studies or above. One of the graduate-participants did not qualify.

The raw data consisted of 140 cards stating reasons for studying English and 38 cards on recommendations. The data extracted from answers to questions in part two of the questionnaire consisted of 572 cards referring to strengths, 721 mentioning weaknesses, and 634 suggestions for overcoming them. They were processed using part of Lincoln and Guba's (1985) data process of unitizing, categorizing, and filling in patterns. Two other steps, member-checking and auditing, were not utilized because this research is not a purely naturalistic inquiry. The report did not differentiate gender differences. Academic

status of participants were mentioned in the reporting for emphasis.

Several steps were used in the process of data analysis for each research question. Answers to Research Question No. 1--"What do the students report as reasons for wanting to learn English?"--were produced by means of 140 statements from all 72 participants. Thirty-nine participants gave one reason each and 33 others provided multiple reasons. Some participants stated more than one minor reason. After weeding out the uninformative responses, 115 statements remained. From those offering multiple reasons, the researcher singled out their major ones. The remaining reasons, which the researcher dubbed "minor" were treated separately. Forty-three of these were identified. The data, all written in Indonesian, were translated into English. The reliability of the translation and the validity of categorization were verified by experts in the fields.

The data collected with Research Question No. 2--"What are the strengths and weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta?"--were obtained by sorting out responses to a group of questions included in Question No. 2 in the survey sheet. Each participant had his/her own pile of cards, sorted according to the question to which each card belonged. Cards belonging to individual participants were then sorted and

put together into the categories of strengths, weaknesses, and suggestions. There were 262 cards referring to strengths, 489 cards suggesting weaknesses, and 617 cards offering recommendations. These cards were carefully looked over to ensure that each belonged to the category it was grouped. Within each category, there were smaller categories of each of the components of curriculum inquired: subject matters, faculty, teaching methods, evaluation, and facilities. The subject matters category had the largest numbers because they consisted of three course groups: Language Skills, Linguistics, and Literature, each of which comprised several courses. Several issues in connection with each course were inquired about: selection of textual materials, scope of coverage, and sequence of presentation of each course. Informative answers were mostly provided regarding selection of materials; since only a few answered the other two, they were included together under one single heading: textual materials. In the beginning the patterns of categories within each subject matter were identified, later the patterns were expanded to include all courses in the same group. The patterns for each course group were thus established for both the perceived strengths and weaknesses. Recommendations to overcome weaknesses were grouped together with the recommendations answering Research Question No. 3. As for other components of the curriculum, namely faculty, teaching methods, facilities,

and evaluation procedure, units of strengths and weaknesses stated were first created within institutions. The next step was to find the patterns of similarity among the categories across institutions. The patterns were thus established for both the perceived strengths and weaknesses. Statements are considered a pattern if they are supported by two or more participants.

Research Question No. 3, which inquired about participants' suggestions for improvement of the curriculum, secured its data from two sources. One was the group of original 38 responses to Question No. 3, and the other source was participants' responses to the questions regarding perceptions of weakness. The total number of suggestions was 617. The suggestions regarding each subject within a course group were compared and contrasted to find the patterns. Similar procedures were applied to the other components of curriculum. Thus, the recommendations about the curriculum were established. A detailed analysis of the data is provided in Chapter IV.

Summary

This chapter describes the planned procedures and actual process used by the researcher to obtain the data needed to answer the three research questions discussed in Chapter I. The researcher included all three private higher education institutions in Jakarta, Indonesia offering the English language programs. The three

institutions were coded *UDA*, *UMS*, and *UPI*. Various methods were utilized to recruit participants from these institutions, who ultimately comprised 58 student-participants and 14 graduate-participants. The original interview method of data collection was carried out with some of the graduate-participants. For student-participants, the interview guide was adapted to an anonymous questionnaire format. Both student-participants and graduate-participants were identified by codes. The time period for data collection was two weeks for the student-participants: December 12-17, 1994 and January 5-12, 1995. The time period for collecting information from the graduates extended from December 12, 1994 until February 8, 1995. Data were transferred to cards, each card coded to signify the source and research question answered. A total of 1483 cards were utilized. The data is analyzed in Chapter IV using part of Lincoln and Guba's model of naturalistic inquiry, namely unitizing, categorizing, and filling in patterns.

C H A P T E R I V

ANALYSIS OF DATA

This chapter describes the findings of the study. The data are reported in the order of each research question.

Research Question No. 1 : What do the Students Report as Reasons for Wanting to Learn English?

This question produced 115 responses from 72 participants in three selected institutions in Jakarta. Thirty-nine participants gave only one reason; thirty-three provided multiple reasons. From the list of reasons, the researcher identified those that appeared to be the major ones. Additional reasons, which the researcher labeled "minor reasons," are treated separately in the data. Of these there were 43. To preserve anonymity, each participant was assigned a code.

The responses that comprised the data, all written in Indonesian, were translated into English. The accuracy of the translations was verified by Dr. Daniel Moulton, a bilingual speaker of English and Indonesian, President of the Institute of Training and Development in Amherst, Massachusetts.

Responses to this research question are presented in two parts. In part one, the data are reported both quantitatively and qualitatively. They are presented by variables across institutions. In part two, the data identified as both the major and minor reasons are

described, also quantitatively and qualitatively, within individual institutions. The data from student-participants are reported separately from that of graduate-participants. In both cases, the major and minor reasons are listed in succeeding order.

All 115 responses were closely examined and clustered into four variables: Employment Opportunities, Language Competency, Cultural Communication, and Personal Knowledge.

Response Variables

Employment Opportunity

This variable considers English an asset for competition in the job market. The students perceived that English competency will help them not only to get jobs, but good ones. The students think they will be more likely to get the jobs of their choice.

Language Competency

In this variable, the students desire to learn the language, knowledge of which will help them understand the culture and literature of native speakers of English. Learning English as a foreign language, the focus of the variable of the study, is considered a privilege. The preference of English over other languages may be due to personal reasons, familial suggestions, or the important position the students believe that English has among the languages of the world.

Cultural Communication

In this variable, students perceive English as the language for communication in international relations. Specifically, the students think it is important to be able to use English as a means by which they may make more international friends as well as promote cross-cultural understanding.

Personal Knowledge

This variable emphasizes the use of English internationally as the vehicle through which students may extend their knowledge beyond the parameters of their own experience. The students want to study English because they think it to be a means for gaining the kind of knowledge that will encourage them to be more interested in and better informed about what is happening across the world.

Considering these identified variables, all reasons were grouped accordingly. The content validity of the variables was established by enlisting the help of three judges, all of whom are doctoral candidates in the Curriculum Studies program of the School of Education at the University of Massachusetts. Each was given two sets of pre-classified cards and the criteria of the variables. One set contained 72 cards representing the major reasons and the other set consisted of 45 cards listing minor reasons. The judges were requested to examine the

appropriateness of the classification of the responses within the variables. Of the major reasons for learning English, all of the judges agreed on 51 items and two agreed on 19 items. Of the remaining two reasons, the three judges had completely different views. To reconcile this disparity, the researcher went back to the judges to ask for another review. No disagreement arose concerning the minor reasons, but two cards were discarded because they fell into the same category as the major reasons. The judgments were tabulated and the result is shown in Table 6.

Table 6
Tabulated Judgments

Variables	Major Reasons	Minor Reasons	Total
Language Competency	27	21	48
Employment			
Opportunity	23	9	32
Personal Knowledge	14	5	19
Cultural			
Communication	8	8	16
Totals	72	43	115

The distribution of these responses within variables across institutions is described first; the distribution within individual institutions comes next. Individual responses are listed in Appendix G.

Reasons Within Variables Across Institutions

In this section, the major and minor reasons for learning English are presented by variables across institutions in successive order. They are described both quantitatively and qualitatively.

Major Reasons

The responses expressed by the participants identified by the researcher as their major reasons for learning English are presented below in accordance with the variable to which each statement belongs. Table 6 shows that the rank in frequency is Language Competency, Employment Opportunity, followed by Personal Knowledge; Cultural Communication was the fourth major reason.

Language Competency. This variable consists of 27 items. They include participants' reasons for wanting to improve their language competence. Ten participants mentioned that their preference for learning English arose because of a liking for languages and a desire to know English because it was their favorite foreign language. Two participants specified that culture and literature were their focus of study. One student is interested in the country where the language is originated, England. A command of the language also includes the structure of a language, as noted by one participant.

External factors also played important roles in the decision to take up English as a major study, as stated by

four participants. Expertise in this foreign language brought about personal pride in one participant. Childhood experience was also a determining factor in the choice, as mentioned by one participant. The expected outcome of this line of study was expressed by one student-participant.

Employment Opportunity. There are 23 responses belonging to this variable. Various reasons of expecting to find employment by utilizing the language expertise are mentioned. Eight participants simply mentioned that a command of the English language would enable them to find employment. Seven others suggested that expertise in the language would make job seeking "easier." The importance of English language skills in improving possibilities for choosing among a variety of jobs was also asserted by five participants. Three participants knew the kind of jobs they had in mind and expected their knowledge of the language would help them realize their dreams.

Personal Knowledge. There are 14 items belonging to this variable. Various reasons are stated. Five participants explained that their reason for learning English was that it "is needed in all walks of life." Two other responses belonging to this variable recognized the role of the language in "the world of knowledge." Keeping up with "developments" was the theme of two responses. A sufficient mastery of English to pursue other knowledge was mentioned by four participants. One participant mentioned how he wanted to utilize his bilingual ability.

Cultural Communication. The total number of participants' reasons correlating with this variable is eight. All agree to the role English plays in inter-cultural communication. Five participants recognized the need to learn English as a means of communication with peoples of other nationalities. They said that English was the number one mutually understood language in the world, that using the language enables people to relate to one another. Specifically, two participants had had an early experience using the language. Another participant mentioned her expectation to communicate with foreigners.

Summary of Major Reasons Across Institutions

In brief, the major reasons fall into four different variables: Language Competency, Employment Opportunity, Personal Knowledge, and Cultural Communication. The 27 responses constituting the variable of Language Competency show that several factors influence the participants' decision to learn English. The factors include a liking for the language, curiosity about the culture and literature, interest in the science of language, previous experience with the language, and personal pride. The 23 statements making up the variable of Employment Opportunity show expectations of employment and getting the job of choice. The eight statements falling under the variable of Cultural Communication express the anticipation of using English as a common medium of communication and the influence of early

personal experience in communicating with foreigners. The 14 responses belonging to the variable of Personal Knowledge constitute the causes of the need of English in all walks of life and to use English to enlarge their scope of knowledge.

Minor Reasons

In addition to the major reasons described in the preceding section, 43 additional reasons were offered. Categorized as "minor reasons," they are analyzed as follows: Thirty-three participants across the institutions listed a number of reasons in their responses. Twenty-five mentioned two reasons each, seven mentioned three reasons each and one mentioned four reasons. These "minor" reasons could be categorized into the same variables as the major ones. Their distribution across variables is described below. Individual responses are listed in Appendix H.

Language Competency. This variable consists of 21 items. Four participants learned English because they liked the language. Seven participants learned English because they believed that English was an international language. Considering the language to be less difficult than others was mentioned by three participants. Six others want to have more fluency in the language.

Personal image was also thought to be enhanced by one's expertise in English, as pointed out by one participant.

Employment Opportunity. There are nine items in this variable. Seven participants recognized the importance of English as an asset in employment. Two participants mentioned the necessity of speaking English in the business world.

Cultural Communication. Eight items comprise this variable. Four participants mentioned that English as an international language is a means of communication. Two participants wanted to use the language "to make more international friends." One participant wanted "to speak directly with foreigners." One participant, in addition to wanting to speak with foreigners, wanted to be a translator.

Personal Knowledge. There are six items in this variable. Four participants observed that "English is very much needed in all walks of life" as minor reasons for learning English. Two participants simply wrote "to enlarge scope of knowledge."

Summary of Minor Reasons Across Institutions

In summary, the statements taken as "minor reasons" also constitute the same four variables, namely Language Competency, Employment Opportunity, Cultural Communication, and Personal Knowledge. The reasons classified as belonging to the variable of Language Competency are slightly different in intensity than their "major reason" counterparts. Some participants thought that English is

easier than other foreign languages. Anticipated competency includes both communication competence and knowledge of literature. Improvement of social status as a consequence of foreign language expertise is also mentioned.

Participants whose responses fell within the second most popular variable – Employment Opportunity – expressed expectations similar to those given as a major reason; namely, to use the expertise in English as an asset in seeking employment. The variable on Cultural Communication comes third in frequency. Participants stated that knowledge of English is desirable as a medium for communication with foreigners and for making more international friends. Everyone whose statements are classified as the variable of Personal Knowledge recognizes the prominence of the English language around the world. This awareness prompts the participants' desire to learn English.

This section of the chapter analyzes the participants' responses from the points of view of each variable. The variables are described by examples that represent them. The accounts do not discriminate among the institutions of the participants. The focus is on major reasons. Minor reasons are treated separately. How the distribution of the responses falls with respect to each institution is described separately in the next section.

Distribution of Reasons Within Individual Institutions

This section examines motivations for learning English on the part of the participants from each of the participating institutions. The report includes both the participants' major reasons and minor reasons, and separates the student-participants' responses from those of the graduate-participants.

Major Reasons

Responses constituting major reasons for studying English provided by students from each of the institutions, UDA, UMS, and UPI, are discussed, focusing first on those from student-participants, then on those from the graduate-participants. Responses from the each of the three institutions fall within all variables with varying distribution, as shown in Table 7.

Table 7

Distribution of Major Reasons within Institutions

Inst	Particip.	Language Comp.	Employment Opport.	Personal Knowl.	Cultural Com.
UDA	Students	8	4	8	2
	Grads	—	—	3	—
UMS	Students	3	4	1	1
UPI	Students	11	11	—	5
	Grads	5	4	2	—
Total		27	23	14	8

Major Reasons Stated by Student-Participants

The responses provided by all 58 student-participants are presented according to the institution in which they were studying.

Institution #1: Universitas Dian Atma (UDA). UDA was represented by 22 students. Of the 22 responses contributed by the students, eight fell within the variable of Personal Knowledge. Two of them expressed the desire to learn English in order to use it as a vehicle for other learning. Two others said they believed that by mastering the language they can master anything. Two students wanted to use it to be well informed of what is happening around the world. One student was aware that English was very much needed in all walks of life. Another wanted to be able to translate into Indonesian scientific and nonscientific literature written in English.

Eight responses fell within the variable of Language Competency. Two said that liking the language prompted its study. Four students wanted to improve their foreign language competence, one of whom sought to improve the language skills she already had as the result of previous travel to the U.S. One was interested in the science of language. Another said she had to learn the language to carry out the tasks entrusted to her.

Only four statements expressed by the UDA students belonged to the variable of Employment Opportunity. Three emphasized the need to be competent in English to find good

employment. One emphasized that any kind of work required English language expertise.

Two responses constituted the variable of Cultural Communication. Both acknowledged the need of English for communicating with people from other countries.

Institution #2: Universitas Mercu Suar (UMS). UMS was represented by nine students. Four participants gave reasons that fell within the variable of Employment Opportunity. Two of them said that the command of English would make the job search "easier." Two students recognized the need of English language skills in offices. Three participants contributed reasons that were attributable to the variable of Language Competency. The reason mentioned by one participant was categorized as the variable of Cultural Communication and another other, as Personal Knowledge. The former wanted to use the language as a means of communication with people of other nations in the world. The latter was of the opinion that English was needed in all walks of life.

Institution # 3: Universitas Pelita Insan (UPI). UPI was represented by the largest number of participants, i.e., 27 students. Eleven reasons given by student-participants fit into the classification of Language Competency. Three mentioned that liking the language motivated them to learn it. Two students simply said they wanted to acquire expertise in the language, with no specific reason mentioned. Two others wished to understand

the culture and literature of native speakers of English, particularly British and American. Two were interested in foreign languages, but chose English because it seemed easier. Two participants gave reasons extending beyond personal considerations: one majored in English Literature as the only choice, whereas another was persuaded by her sibling to study English.

The participants whose responses met the criteria for the variable of Employment Opportunity provided a variety of reasons. Five of the 11 participants recognized the usefulness of English for finding a job. Four students were sure that their English study would increase the possibility of their getting a "better job." Two wrote that knowing English would help them "make their dreams a reality."

The responses of five participants fell generally within the classification of Cultural Communication. Apart from two participants, who had childhood experiences using the language to communicate with foreigners, the others expressed a different reason for valuing the knowledge of English.

Major Reasons Stated by Graduate-Participants

Two institutions, UDA and UPI, have graduates represented in this study. Of the total of 14 graduate-participants, three graduated from UDA, whereas 11 graduated from UPI.

The three graduate-participants from UDA all produced responses classified as Personal Knowledge. Two said that they wanted to master English in order to pursue other knowledge. One wanted to keep well informed by reading literature written in English.

Most of the eleven UPI graduated gave major reasons falling within the Language Competency classification. Of the total of five statements, three wrote that they especially liked this language. One wanted to gain wider understanding and deeper knowledge of the language, another mentioned a very personal reason of having the pride to be able to speak English.

Of the four responses classified as Employment Opportunity, two emphasized that competency in English "made the job search easier." Two others wanted English skills in order to participate in the business world, most of which utilizes English at present.

Only two responses were consonant with the variable of Personal Knowledge. One pointed out that a good knowledge of English enabled her to read the numerous documents and reference books written in English. The other individual considered English to be the "window to the world of knowledge."

Summary of Major Reasons within Institutions

In summary, the student-participants from all three institutions were aware of the function of English in

international relations, the need to know English to find employment, and that most business in Indonesia require knowledge of the language. Participants from *UDA* and *UMS* shared the same concerns about the use of English in all walks of life. They wanted to improve their foreign language fluency. Several incentives were shared by participants from *UDA* and *UPI*, namely, the recognition of English as a means of pursuing other areas of knowledge, liking the language, and wanting to augment their skills. Those from *UMS* and *UPI* shared a desire to be fluent in the language. Graduate-participants of *UDA* and *UPI* only shared the desire to learn English well in order to pursue other areas of knowledge.

Minor Reasons

In the following section, minor reasons within each institution are described. Table 8 shows the distribution of minor reasons within individual institutions.

Table 8

Distribution of Minor Reasons within Institutions

Insts	Participants	Lang.Comp	Emp.Op.	Pers.Knol	Cult.Com
UDA	Students	5	3	3	2
	Grads	3	-	-	1
UMS	Students	3	1	1	2
UPI	Students	5	4	1	2
	Grads	5	1	-	1
	Total	21	9	5	8

Unlike major reasons provided by each participant, minor reasons were listed by several participants contributing multiple reasons in their questionnaires. In all, 43 minor reasons were counted, and identified as belonging to the four variables.

From *UDA*, student-participants furnished 13 responses in all: five fell under the variable of Language Competency, three under Personal Knowledge and three under Employment Opportunity, and two were classified as Cultural Communication.

Within the variable of Language Competency two of the five responses stated that English is an international language that should be mastered. The remaining three responses mentioned reasons such as "I like the language," "to study more in-depth," and "I want to speak the language well." All three responses classified under Personal Knowledge recognized the need of English in "all walks of life." Three responses categorized under Employment Opportunity recognize the importance of English in business, finding jobs, and promoting career. The two responses categorized as Cultural Communication include reasons such as recognizing English as "a medium for international friendship," and "English is flexible as a means of communication among nations."

The three graduates from *UDA* contributed four minor reasons, of which three were classified under Language Competency and one under Cultural Communication. Two

responses falling under the variable of Language Competency center on the notion that "English is an international language" and another mentioned that learning English was not difficult. The one response classified as Cultural Communication indicated the wish to communicate with foreigners or to become a translator.

The participants from *UMS* contributed seven minor reasons. All responses within the variable of Language Competency mentioned that "English is an international language." The statements falling under the variable of Cultural Communication emphasized the use of English as a means of communication. The statement emphasizing the international aspect of English in business was classified within the variable of Employment Opportunity. The variable of Personal Knowledge is represented by one statement that mentioned the use of English to enlarge the individual's scope of knowledge.

UPI's student-participants contributed 12 responses classified as minor reasons. Five statements fell within the variable of Language Competency. Two said that they learned English because they liked the language, but gave different reasons: one said she started to like the language when she was still in the Elementary School, while the other favored it because its grammar is easier than that of German or French. Two simply stated they aimed for the mastery of English language skills. One other wanted to broaden her knowledge of the language.

The four responses classified under the variable of Employment Opportunity centered on "finding employment" and "a good knowledge of English will make job searches easier." The two responses falling under the variable of Cultural Communication emphasized the use of English in building international friendship. The participant who contributed the only response seen as Personal Knowledge said she gained a lot of information from books written in English that were not available in her native tongue.

The graduates of *UPI* made seven responses falling under the classification of minor reasons. Five pertained to Language Competency. Two simply stated they "like the language." Another, stated that "English is the common language among nations and one of the official languages in the United Nations." One was interested in foreign literature and chose English because it was the only foreign language she knew. Another wanted to improve his personal image, saying "a good knowledge of English makes me appear more educated." The only statement within the Employment Opportunity category emphasized the need to learn English to amplify their employment qualifications.

Summary of Minor Reasons Within Institutions

In summary, all three institutions share the same recognition of the internationality of English, the utilization of English as a communication means among nations, and a means whereby one's general knowledge and

education may be enlarged. *UDA* and *UPI* participants have some common interests, namely, liking the language, wanting to excel in language skills, finding good employment, and making friends. Participants of *UDA* and *UMS* share the belief that knowing English is important in the business world.

Research Question 2: What are Strengths and Weaknesses of the English Language Curricula as Perceived by the Students in Three Selected Institutions of Higher Education in Jakarta?

To procure data that could provide some answers to this question, two types of inquiries were made. (Please refer to Appendix E Part 3 and Appendix F Part 2 for the complete text of the questionnaires.) The graduate-participants were asked general questions, whereas a more specific group of queries were addressed to the student-participants. These inquiries focused on their perceptions of strengths and weaknesses in the English courses, opinions about teaching methodologies they experienced, attitudes and quality of preparation by the faculty, learning facilities, and evaluation systems.

The findings of this group of questions are reported in the three sections that follows. The first section reports strengths and weaknesses as perceived by participants across the three participating programs. The second section reports the findings common to two of the three participating programs. The third section describes

the findings peculiar to individual programs participating in the study.

Strengths and Weaknesses Across Institutions

Participants from the three English language programs had some common perceptions regarding the strengths and weaknesses of their English language curricula.

In this section, perceived strengths are discussed first, followed by perceptions on weaknesses. The strengths of the components of the curricula mentioned by the participants in the three programs include course groups, faculty, and teaching methods.

Strengths of the Components of the Curricula

Participants across the three programs found common strengths in course groups, faculty, and teaching methods. Considered as strengths of the three course groups are that textual materials in some language skills and linguistics courses improve the participants' skills in language production, some literature courses improve their understanding of foreign culture and literature. Figure 2 illustrates the improvement of language production skills.

Some UDA participants pointed out that the materials used in their Language Skills courses, especially Conversation, improved their speaking skill. The improvement was less frequently noted with respect to the Translation and Reading courses, least to Writing.

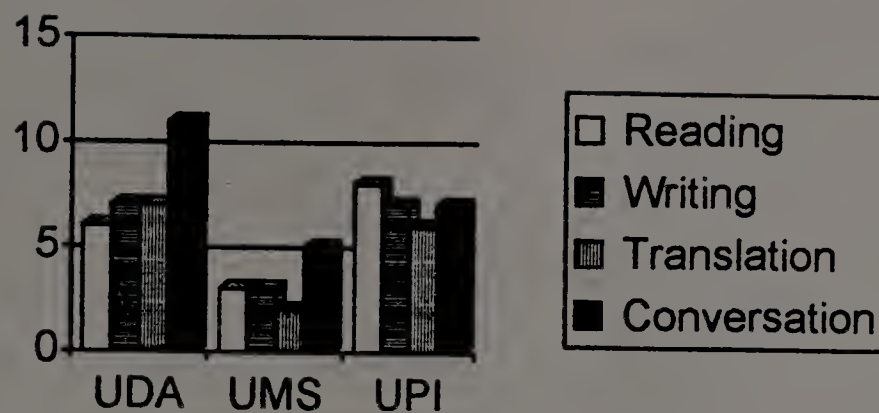


Figure 2. Improvement of Language Skills

However, some participants observed that Writing ". . . increases creativity." At *UMS*, Ym said that the Reading course "makes comprehending texts easier," and YF commented that she was ". . . able to read books in English." About Conversation, YF and Yh said that taking this course enabled them to become ". . . more confident in speaking English." At *UPI*, some participants acknowledged marked improvement of their language skills after taking language skills courses. The Reading course helped Ch to ". . . read articles more carefully." Cm asserted that taking the course ". . . made it easier to understand an article and to know the technique of reading without looking up words in the dictionary too often," and according to Zb, this course ". . . makes us read aloud and comprehend texts in English." Cb considered the Writing course materials good because the students were ". . . able

to compose letters and stories." Zb said he learned ". . . more about punctuation, ways of composing, and letter writing in English," and ZF's remark was "we are trained in composing articles."

Strengths of linguistics courses include some participants' comments on ways that these courses supported their language learning. Concerning the course in Phonology, ten participants from UDA realized that their knowledge of sounds taught in this course supported their understanding of proper pronunciation. Five from UPI agreed, two making the following comments. Cz said that Phonology helped her realize that it was "important to speak correctly" while Cd thought that the course helped her to "know how to pronounce words correctly and what speech organs are involved." For eight participants from UDA and four from UMS, the course in Morphology supported their of understanding of English grammar.

Courses in Literature increased the participants' understanding of the cultures and literature of major English-speaking peoples, as illustrated in Figure 3. Increased understanding of foreign cultures was the major strength of Cultural Background courses. Xo from UDA remarked that it helped her to "know the background and the development of English-speaking people," and Cy from UPI affirmed that she became "familiar with the cultural background of other people." Two UMS participants observed that the understanding was, in particular, "about the

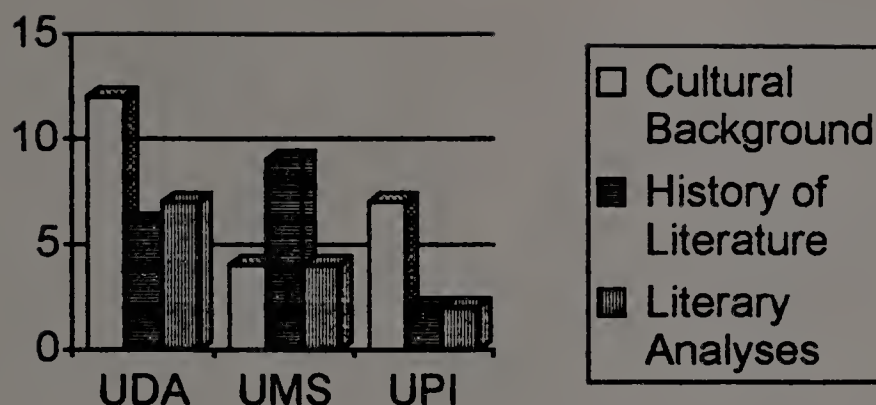


Figure 3. Increased Understanding

British." Five *UDA* and two *UPI* participants mentioned an increase in understanding of both "British and American cultures." Yh from *UMS* added that this course introduced "a lot of social aspects." Two participants from *UMS* also said that their understanding of English culture increased as a result of taking the courses in Literary Analyses.

The most obvious strength, increased understanding of foreign literature, is illustrated further by the following responses. Through their History of Literature courses, some *UDA* and *UMS* participants stated that they gained "more understanding of British and American literature." Other participants from the same institutions took note of their consequential "familiarity with British and American writers and their works." Two *UDA* participants said that they now understood the development of literature, Xq, asserting that she "understands the literature and cultures

of the people whose language she is studying." Zg from UPI said she learned more about the history of all types of literature: novels, poetry, and drama. Increased understanding of literature was the result of taking courses in Literary Analyses as well. They helped two UMS participants to "be familiar with British and American literature." Yh noted she became ". . . familiar with good literature," and Ym said taking courses in Literary Analyses helped her "increase knowledge of literary figures and works." At UPI, Zb said she had become "familiar with history of literature and ways to analyze literary works," and Ck thought the courses "enlarge vision and knowledge on literature." UDA students commented as follows: Xm said she "knows more about British literature." Xs learned to "understand elements in literature." Xo emphasized his "more-in-depth understanding of literature." Xz gained "more understanding about literature and ability to appreciate it." Xk remarked that this course "helps comprehend literary works (novels, poetry, and drama) from every aspect of life."

Regarding their faculty, participants from the three institutions agreed that positive supports shown by their faculty was a strength. Two UDA, three UMS, and four UPI participants described some of their faculty as "nice, helpful, caring, supportive, attentive, friendly." Other comments were also mentioned. Ld from UPI remembered that "a small number care." According to Cw from UPI, "knowing

students well" was a strength. Lc from UPI commended faculty who were concerned with students' progress in learning. Friendliness was not enough unless accompanied by "good counsel," according to Yb from UMS. Ck and Lp from UPI were more specific, saying that "some faculty are good at counseling both academically and in private matters."

Across institutions, a major strength in teaching methods was identified as active involvement of students. Lg from UPI and Gy from UDA praised the way that students were trained to be more independent. Yj from UMS considered student participation very good in Conversation classes. Cr from UPI was also happy with the two Conversation classes because the way they were conducted really encouraged students to be active in class. One student and two graduate-participants from UDA said that their faculty's classes were interesting because there was communication between the faculty and students. One of them, Gx, went on further to say that when students were involved, they were more active because they were not being "spoon-fed." Three student-participants and one graduate-participant from UPI expressed similar opinions about their active involvement in class.

Weaknesses of the Components of the Curricula

Some participants found some shortcomings in the course groups of Language Skills and Linguistics, also in

the teaching methods as well as facilities and equipment. In the course group of Language Skills, some participants commented on some courses. Figure 4 illustrates the number of participants mentioning this situation and the courses to which the weaknesses applied.

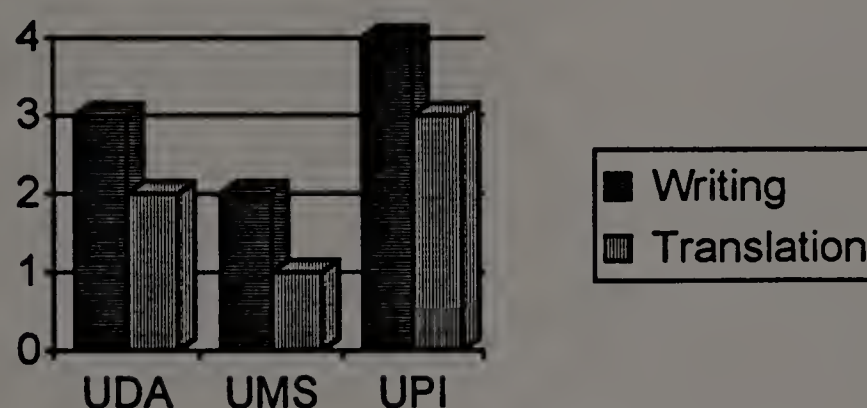


Figure 4. Too Few Assignments

Across institutions, some participants mentioned that in Writing and Translation courses, the assignments did not provide enough practice. Another difficulty in this course group was "too little time." Participants from across institutions--four from *UDA*, two from *UMS*, and three from *UPI*--said that the class hours in Conversation classes were insufficient for the practice of their speaking skills.

Two weaknesses were mentioned of some courses in Linguistics: "uninteresting" and "lacking in explanation." Four *UDA*, four *UMS*, and two *UPI* participants found their Morphology course materials "uninteresting." Another expressed weakness, "lack of explanation," was mentioned of

Syntax courses by two UDA, three UMS, and two UPI participants. Xr from UDA specified that "the faculty did not give additional information to clarify the points they were trying to make."

Across institutions, some participants voiced their opinions on several teaching methods which they considered ineffective. Figure 5 summarizes these weaknesses.

Figure 5 shows that across institutions the practice of being teacher-oriented was mostly obvious at UPI, somewhat less so at UDA. Lecturing too much was another classroom method criticized as a weakness across institutions. Copying exercises as a practice for

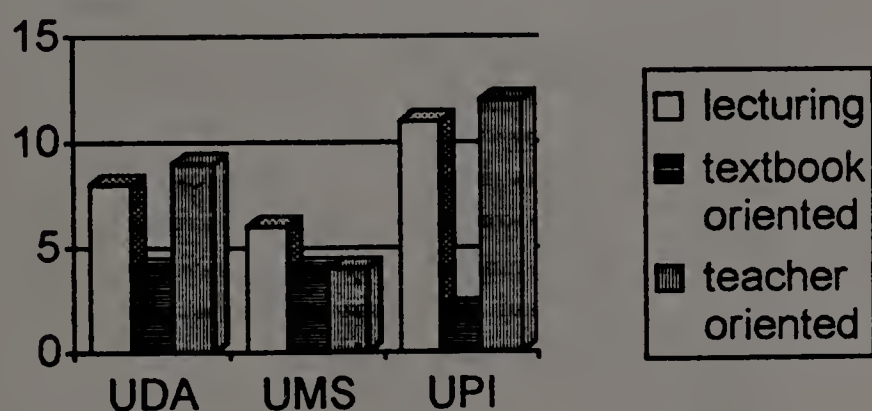


Figure 5. Weaknesses in Teaching Methods

Writing courses was criticized by both UDA and UPI participants.

"Lecturing" as a weakness was commented on by Lg of UPI who said that it did not stimulate student thinking.

Another comment pointed out that passive students were the result of using this method too much.

An additional criticism concerned textbook-oriented classes. Specific comments illustrate: "Too much theory" was the objection of Xo from UDA.

Ym from UMS protested that "it is frustrating to have to listen to the instructor reading from the textbook, we can read for ourselves." Zb from UPI objected to the instructor's habit of "sticking to the printed text."

Another strong complaint can be described as the "teacher-oriented" class. In Conversation classes, Cj from UPI said that "faculty talked more" whereas students did not have the chance to present their viewpoints or arguments. Yc from UMS said "oral argumentation is not encouraged." Three participants from UDA and three from UMS said that group discussions were not encouraged. Xr from UDA noted that "there is little dialogue with the faculty," which resulted in "lack of practice," said Xo from UDA and Ct from UPI. At UPI, three participants complained of "not having enough chance to talk in class." Cm from UPI was more specific, reporting that "some faculty only told us to memorize dialogues and take examinations." In Reading classes, Xo from UDA pointed out that "a text is read and explained by the instructor, the students just wait." Xk from the same institution said "individual interpretation is not taken into consideration." Cw from UPI said that faculty's interpretation of articles may not

be the only correct ones but faculty did not want to be challenged. Cm from *UPI* noticed the same attitude displayed by the faculty of the Seminar in Literature class, who did not try to bridge the differences in opinions between his/hers and the students'.

Two weaknesses associated with physical facilities and equipment were found across institutions; Figure 6 summarizes these weaknesses.

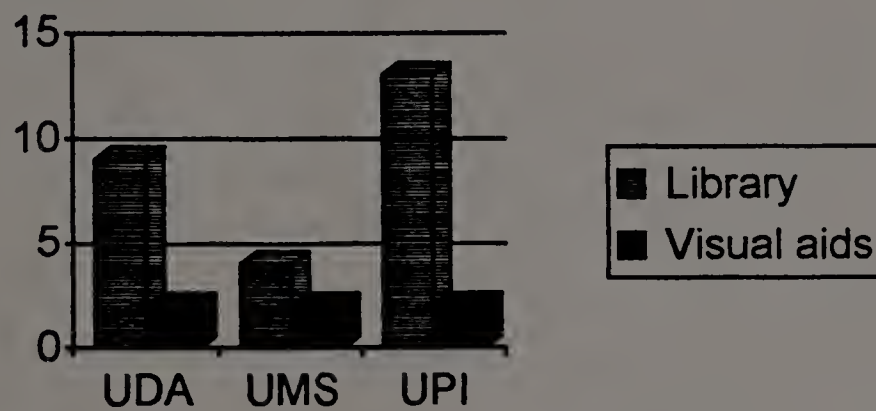


Figure 6. Weaknesses in Facilities and Equipment across Institutions

Participants across institutions agreed about the small collections of books. Among them, Xh from *UDA* mentioned that their "library does not have enough reading materials." Yc from *UMS* and Ld from *UPI* regretted the fact that necessary textbooks were unavailable in the library. Similarly, Cf from *UPI* could not find the books she was assigned to read there. Lk brought up the need to have a special library for the program. Participants from *UDA* and *UPI* mentioned difficulties associated with the borrowing

system used in the library. The lack of visual aids equipment was also considered a weakness across the three institutions.

Summary

Students-participants and graduate-participants from three participating English language programs had similar perceptions about the strengths and shortcomings of their respective universities. They all courses in the language skills group improved their language production skills. They also discovered that some linguistics courses helped their pronunciation and understanding of grammar. Some literature courses improved their understandings on the cultures and literature of two major English-speaking peoples--the British and the Americans. These participants also mentioned "supportive" faculty members as a strength of their programs. Active involvement of the students in the classrooms was considered a favorable teaching method.

Weaknesses perceived in language skills group were the insufficient class hour for Conversation courses and too little homework assigned to Translation and Writing courses. Weaknesses in teaching methods common to all three programs included lecturing and teacher-oriented approaches. Two common weaknesses concerning facilities and equipment were the small book collection in the library and the lack of visual aids to be used in the classrooms.

Strengths and Weaknesses Common to Two Programs

This section describes strengths and weaknesses of English language curricula as perceived by participants of two programs. The strengths include course groups and teaching methods. Weaknesses concern with course groups, a teaching method in Writing courses, as well as facilities and equipment.

Strengths of some courses in the Language Skills Group include vocabulary enlargement and application of grammar rules. In addition, adequate textual materials was also mentioned as a strength. The increase of vocabulary as a particular strength of these courses was especially attributed by six *UDA* and six *UPI* participants to the Reading course. Three *UDA* participants mentioned it in connection with the Writing course, and two from *UMS* as well as two from *UPI* said the Conversation courses were helpful with vocabulary. Increased ability in the application of grammatical rules were felt only by six participants from *UDA* in taking courses in Writing, two in Reading and two others in Translation. At *UMS*, two participants mentioned they were better able to apply grammar rules through Conversation courses. Another strength mentioned was the materials were adequate for one's needs. Three *UMS* and three *UPI* participants spoke about the Reading course.

Some participants also described what they learned from courses in Linguistics group. Four participants from

UMS noted that Phonology made them "familiar with phonetic symbols." The courses on Morphology helped six *UDA* and four *UMS* participants become "familiar with word-origins and word-formations." There were two descriptions of Syntax, each from a different institution. Three *UDA* participants now understood the functions of words in sentences, and according to three *UMS* participants, there were a lot of syntactic analyses.

Considering strengths of courses in Literature, graduate-participants from *UDA* and *UPI* made only general comments. From *UPI*, *Lp* said that the materials were "suitable." *Lk* indicated that the materials "included all the necessary elements." *Lm* said that the breadth of the materials was notable because it included both British and American literature. From *UDA*, *Gx* said, "extensive" and *Gz*, "quite broad."

"Discussion" as a strong teaching method was mentioned by six *UMS* and two *UPI* participants. Assignments of written work, papers or compositions, was mentioned as another strength at *UPI*. *Ch* and *Zh* liked writing papers and presenting them in class because it gave them more confidence in their ability to get their meaning across in both written and spoken English. *Zg* considered more paper writing a good method because "they compel us to study the materials more thoroughly."

Weaknesses encompass all course groups. Some participants from *UDA* and *UPI* consider the scope of materials too narrow. Figure 7 illustrates this opinion.

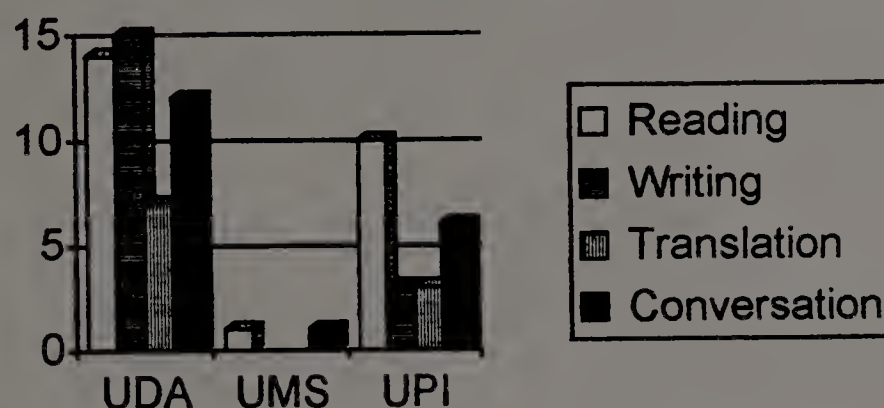


Figure 7. Scope of Materials Too Narrow

At *UDA*, the main weakness noted pertained to the limitations of the materials. Four participants said that the materials assigned in Reading were limited to literary pieces. Xq added that the topics did not reflect topics needed in workplaces, such as tourism or business enterprises. Some said that the material used in Reading courses was confined to one book per semester. Lk from *UPI* observed that the materials did not provide sufficient English needed for professional occupations, such as those in the fields of Economics, Engineering, or Medicine. In their Writing course, Xk and Xn said that the materials limited their imagination and killed creativity. Cg and Zb from *UPI* thought that the material selected for the

Conversation course were not challenging enough for college students.

Two categories pertaining to weaknesses in the Linguistics courses were identified. They were contradictory "too limited" yet "too broad." The textual material used was considered by some participants to be insufficient as tools to help the students understand the courses' contents. This was pointed out by Xe and Xh from UDA about Morphology. A similar problem with the Syntax course was mentioned by Xz and Xt from UDA and three UPI participants. The breadth of materials used in particular courses confused some of the students. Cy and Zb from UPI mentioned it in connection with their Phonology course. Cc and Cf from UPI, as well as four participants from UDA noted similar difficulty with Morphology.

A weakness mentioned by participants from UDA and UPI about their literature courses was "materials too broad, lacking in depth." Figure 8 illustrates this opinion.

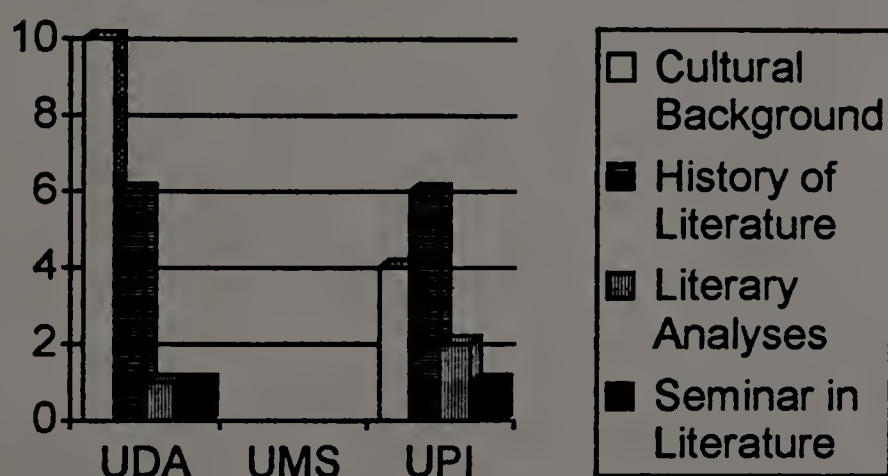


Figure 8. Materials Overly Broad, Lacking in Depth

At UDA and UPI the criticism that their literature courses used materials with excessive breadth but little depth was the major complaint. Participants from UDA added the following comments: Xd described the History material as "too general." Xk and Xo said that the large number of materials created confusion.

With regards to faculty shortcomings, UDA and UPI participants raised two issues: subject matter incompetence and the lack of native speakers. Commenting on some faculty's knowledge of the subject matter entrusted to them, UDA and UPI participants provided the following responses. From UPI, Lj said she thought that the competency level of faculty was too low. Two student-participants and two graduate-participants mentioned that some faculty "do not master their subject matter." Zg remembered that "some faculty were unclear in their explanations." From UDA, eight participants remarked that some faculty were not experts in the subject matter they were teaching. Xz commented that because some had not mastered the subject matter, they were unable to answer all questions. Xi shared this observation. Xj thought that the students' confusion in class was the result of the instructors' inability to explain the materials. Xf observed that there were some "unconvincing" faculty. Including in this weakness, mentioned by both UDA and UPI students was the use of English. Four UDA and one UPI participants criticized faculty for not using English as

the medium of instruction in class. The lack of native speakers of English able to offer models of phonetically accurate speech was considered another weakness by five *UPI* and two *UDA* participants.

A weakness in the teaching method was the practice of copying exercises on the chalkboard. Three participants from *UDA* and two from *UPI* mentioned this about their Writing courses. Xu from *UDA* went on to mention that this practice was a waste of time.

Weaknesses pertaining to facilities and equipment common to two universities included their language labs, classroom conditions, and the opportunity to watch videos or films. Figure 9 illustrates these weaknesses.

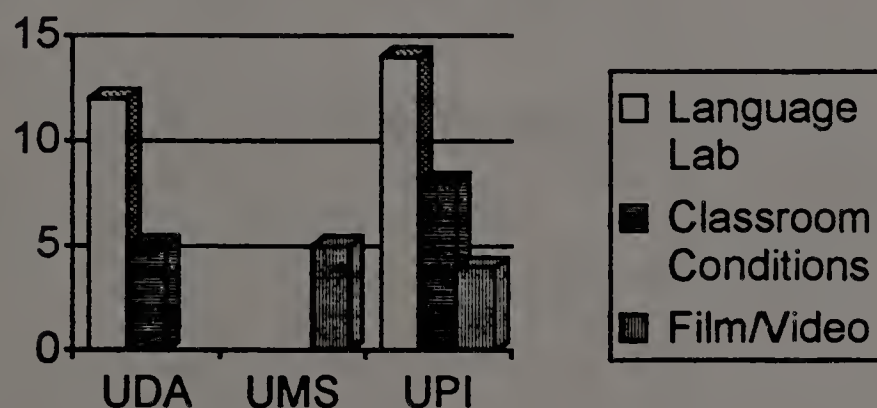


Figure 9. Weaknesses in Facilities and Equipment Pertaining to Two Institutions

Conditions in the language lab got a lot of criticism at *UDA* and *UPI*. Participants from *UPI* said that the language lab in their institution was not functioning properly, most of the equipment was broken, and the roof leaked. Cq pointed out that the malfunctioning language

lab reduced the chance for students to listen to models of correct pronunciation and to have more practice in listening comprehension. Xk from UDA reported insufficient lab materials.

The size, degree of comfort, and equipment in classrooms were considered weaknesses by some participants. UDA participants said the classrooms were small and hot. Some UPI participants pointed out that when it rained, water dripped from the leaking roofs and created puddles in some of the classrooms. Some others were concerned with the comfort of the learning environment, that some classrooms were dirty and the fans were broken. One UDA participant said the institution did not have enough classrooms, and two others mentioned that some broken chairs needed repair or replacement.

Concerning weaknesses having to do with film or videos as learning tools, participants from UMS complained that the department never showed any films pertaining to the courses. UPI participants said that while there was a video viewing room in their institution, it had never been used while they were in the program. In line with complaints about audio-visual equipment, the lack of an overhead projector was mentioned by both UMS and UPI participants.

Summary

Participants from two universities, either *UDA* and *UMS*, *UDA* and *UPI*, or *UMS* and *UPI*, shared some perceptions on the strengths and weaknesses of several issues. *UDA* and *UPI* had more common weaknesses than either of them with *UMS*. Strengths of courses in Language Skills group include vocabulary enlargement and application grammar rules. Some participants improved their understandings of the relationship between language skills and linguistics courses. Only general comments provided by some graduate-participants constitute the strengths in the Literature course group. Discussion and written assignments were considered strengths in teaching methods common to two programs.

A weakness in the course group of Language Skills was the narrow scope. There were two weaknesses pointed out in Linguistics: too limited and too broad. "Too broad, lacking in depth" was also the shortcoming of two of the courses in Literature. Subject matter incompetence and lack of native speakers as speech models were the weaknesses of *UDA*'s and *UPI*'s faculty. Copying Writing exercises on the chalkboard as a teaching method was considered a weakness at *UDA* and *UPI*.

Concerning learning facilities and equipment, *UDA* and *UPI* participants were concerned with the language lab and classroom conditions of their institutions, while *UMS* and *UPI* participants considered the lack of opportunity to

watch videos or films as teaching aids a weakness of their respective universities.

Perceived Strengths and Weaknesses Peculiar to Individual Programs

This section describes the strengths and weaknesses perceived by participants of individual institutions. The strengths and weaknesses peculiar to a certain program that is not shared by any other programs.

Institution #1: Universitas Dian Atma (UDA)

As the oldest of the three programs, participants from UDA had the following perceptions that are peculiarly their own. No strength was observed in the course groups of Language Skills and Linguistics. On Literature, two students said that their Seminar in Literature course was useful in "writing graduate papers."

Weaknesses in the course groups include all of them. In Language Skills group, nine participants mentioned "monotonous assignments" in Writing was a weakness. Three of them pointed out that the monotony was due to the overabundance of sentence combining exercises. Four participants mentioned that the demands made on students in their Literature courses were too high. The introductory courses of History and Cultural Background, they said, did not equip them fully to do the analyses or critiques in subsequent courses. Another weakness observed was "boring materials" in the course group of Literature as pointed out

by five participants. "Limited topics" was another weakness pointed out by nine students on Literary Analyses, two students each on Cultural Background and Literary Criticism. Further comments were provided by some participants. Xk commented that "too much emphases were placed on chronological events." Xt did not care for the discussion on ancient culture. In the Literary Analyses courses, Xd deplored the fact that the assigned literature pieces were not modern literature. In the Literary Criticism class, Xb objected to limiting discussions to Poetry, whereas her friend, Xk, did not like the fact that discussion focused only on one piece of work. In the course group of Linguistics, four students found Phonology "boring."

Institution #2: Universitas Mercu Suar (UMS)

As a relatively "new" program among the three universities, UMS participants had more favorable perceptions of their education institution. "Extensive materials" was a strength agreed by almost all participants in the course group of Language Skills and Literature. Figure 10 summarizes this perception.

Further comments about the materials were made. Yc said that those of the Reading courses were "eye-opening." Translation were especially interesting because, according to Ym. " [It] also dealt with exact sciences."

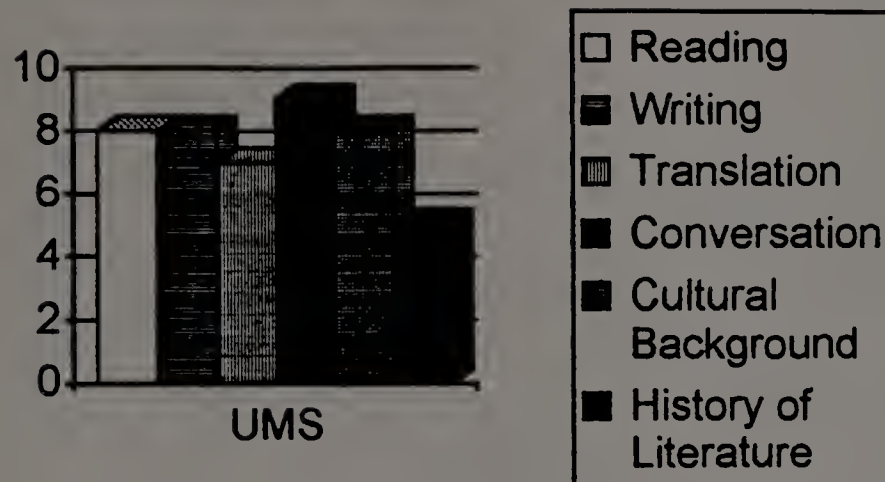


Figure 10. Extensive Texts as a Strength

At this university, various ways of assessing student learning were reported as strengths of the evaluation process. Five participants considered writing academic papers as a form of evaluation to be a strength. Yb and Yh thought that presenting papers in front of the class was a good way of evaluating student understanding. Yc and Yg were happy with quizzes as a form of evaluation.

While the participants from the other two institutions complained about the conditions of their campus, participants from *UMS* were satisfied with theirs. "Nice building and quiet surrounding" was the comment made by five *UMS* students. The library was also considered as asset mentioned by two students.

Institution #3: Universitas Pelita Insan (UPI)

Participants from this university mentioned fewer strengths than weaknesses. Participants did not observe strengths in course groups peculiar to their institution, strengths were only observed about faculty, evaluation system, and facilities. With regards to faculty, Cf and Lh said that they preferred "strict faculty who made the students learn." Frequent quizzes was considered a good evaluation system because, according to Lf and Cn, quizzes encouraged reviews of the lessons without later having to cram for examinations. Periodic assessment is considered another strength because according to Lc and Lp it monitored both student learning and teacher performance. Zj added that it helped in avoiding the need to cram for finals.

Concerning facilities, "big classrooms" were considered a strength by two students. Their typing lab and computer lab were commended by Lg and Ln. The language lab was approved by seven graduates.

Weaknesses included all course groups and faculty. A weakness mentioned was poor gradation of the materials used in some of the Language Skills and Linguistics courses. Figure 11 shows this opinion.

The poor gradation of materials used was a weakness particularly mentioned by UPI students. "Lower level courses are too easy, the intermediate ones are too

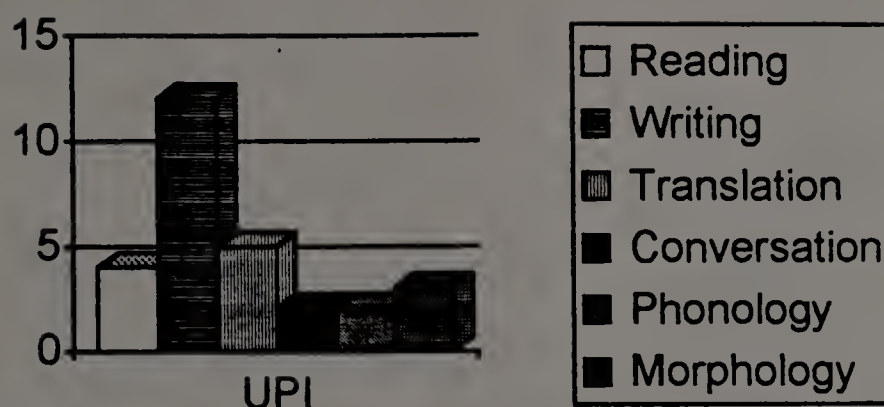


Figure 11. Poor Gradation of Textual Materials

difficult" were remarks directed at Reading and Writing. The abrupt change in the levels of difficulty was also felt in Translation. Ch and Cr observed that materials in one Reading class had not been covered by the time the semester ended. The coordination of sequential courses in Linguistics group was also observed. In this institution, all four-credit linguistics courses are taught across two successive semesters. The same faculty may teach in both semesters, but sometimes different faculty members shared one course. Cn and Cr noticed that there was a poor coordination of materials used in Phonology. Ch, Cr, and Zf also noted it about the Morphology course. Another weakness mentioned by four participants about Phonology courses was that the faculty did not provide enough explanation to make understanding easier. A weakness mentioned by six participants in the course group of

Literature was that the textbook assigned to Cultural Background was difficult to find.

Participants from this education institution mentioned the most weaknesses with regards to their faculty. Absenteeism was a complaint against some faculty mentioned by four participants. The objection of Cj was that when the instructor was doing something else the class was canceled. The criticisms categorized as indifference were most noticeable at UPI. Some faculty appeared to be disinterested, students noted. "Some faculty were not concerned with student learning" was the observation of two student-participants and two graduate-participants. Lf said that what the faculty did was to come into the class, take attendance, and begin to teach; they rarely communicated with the students, according to Lj and Lp. Lg and Lh complained that the faculty did not provide additional guidance aside from in-class work. Ld noted that the faculty kept students at bay. Some students were bothered by the personalities of some of their faculty. In this institution, some of them scared students. These particular faculty, according to Cn and Zb, were just plain "scary." They reacted in several ways to the fright. Cm cut classes, it affected Zd's interest in the course, and Zj avoided taking the course. ZF reported that "there are faculty who always look angry when coming to class and make us afraid."

Academic Progress

To the question "How do you know your learning is progressing?" the following responses were submitted. In addition to general statements, specific comments pertaining to improvement in language skills mastery and literary appreciation were offered.

"Taking tests" was the major way that six participants from *UPI*, two from *UDA*, and two from *UMS* determined their own progress. "Grades" was the answer given by nine from *UPI* and two from *UMS*. One *UDA* participant mentioned "GPA" as an indication of learning progress. Ch admitted that aside from grades one's progress was difficult to assess.

As far as self-evaluation of personal growth is concerned, *UDA* participants offered several comments. Xc thought she had a "wider horizon," Xd realized progress by means of improved individual reasoning, and Xg thought she had become a better problem solver. Two others observed that writing the assignments in English had become easier.

Specifically, some participants mentioned improvement in language skills, better comprehension, and language production as well as literary appreciation.

The improvement in comprehension skills was significant for Zb from *UPI* who said that he knew he had made progress in learning English because he understood more when reading books and watching movies in English. Improvement in English language usage was recognized by six *UDA*, one *UMS*, and three *UPI* participants through their

daily practice of using the language for communication. Furthermore, Gy from UDA said she knew she was making progress when she realized the mistakes when she spoke English incorrectly and was able to correct them. Gx of the same institution said she knew she had made progress when she was able to write good English sentences.

In addition to improvement in language skills mastery, a more extensive vocabulary as an indication of progress in learning English was recognized by Xz from UDA and Ck from UPI.

The ability to appreciate foreign literature as an indication of their progress in learning English was noted by some participants from UDA and UPI. Xz and Xj from UDA said their ability to read novels in English measured their academic progress. The ability to enjoy and appreciate literary works in English was affirmed by two other UDA and two UPI participants. Xu from UDA said progress was apparent because "I know more about the language, culture, and literature than I used to."

Summary

Participants from UDA mentioned only one strength of their literature courses. Several weaknesses were observed in all course groups: monotonous assignment for Writing course; demanding, boring materials, and limited topics in courses belonging to Literature; and "boring" Phonology in Linguistics group.

Almost all participants from *UMS* were satisfied with breadth of their language skills courses and two of the literature courses. They considered the evaluation form a strength and their campus "nice and quiet."

UPI student-participants and graduate-participants observed more weaknesses than strengths in their institution. Gradation of materials in sequential courses in Language Skills and two of linguistics courses a serious weakness. Participants had some problems with some of the faculty's infrequent attendance in meeting classes and unfriendly personality.

Research Question No. 3: What Directions for Improving their English Language Curricula do the Students Recommend?

Answers to this question were obtained in two ways: participants' responses to the groups of questions regarding strengths and weaknesses of various components of the curriculum in the English language programs together with responses to the researcher's request for recommendations. The responses produced suggestions pertaining to the programs in general as well as those addressing particular components of the curriculum: subject matter, faculty, teaching methods, facilities, and evaluation processes.

Subject Matter

Suggestions pertaining to subject matter were concerned with recommendations to improve materials used

and, specifically, the courses in the Language Skills, Linguistics, and Literature groups. Addressing the issue of textual materials assigned in the courses, several participants provided some suggestions. Xh from UDA wanted them increased in quantity. Zk from UPI wanted them reviewed by a team and supplemented if necessary. Xd from UDA suggested that the teaching materials should be chosen more in accordance with the needs of the students. From UDA, Xg suggested variety; Gy and Gx recommended multiple sources. Lm wanted the materials to be more "up-to-date." Five UDA, one UMS, and two UPI participants recommended more assignments on Writing and Translation.

Recommendations applying to specific courses are reported according to the group to which each belongs.

Language Skills

As the basis for all other courses in the English programs requiring good understanding and skills in thought production, language skill courses got quite a lot of attention from the participants. Ld from UPI suggested that this category should be seriously handled, and that teaching should be focused on the compulsory courses in this group. To overcome confusion, Cj and Lp from UPI suggested standard guidelines for choosing materials for sequential courses so as to establish better coordination. Lm recommended that a team evaluate teaching materials for courses of a similar nature. Lk suggested more courses

pertaining to fields of employment, such as Business Correspondence, for example.

Suggestions concerning choice of topics in the courses include choosing materials that would be more varied, from multiple sources, and of greater interest. Figure 12 illustrates the number of participants suggesting more varied topics to be included in the textual materials of the language skills group.

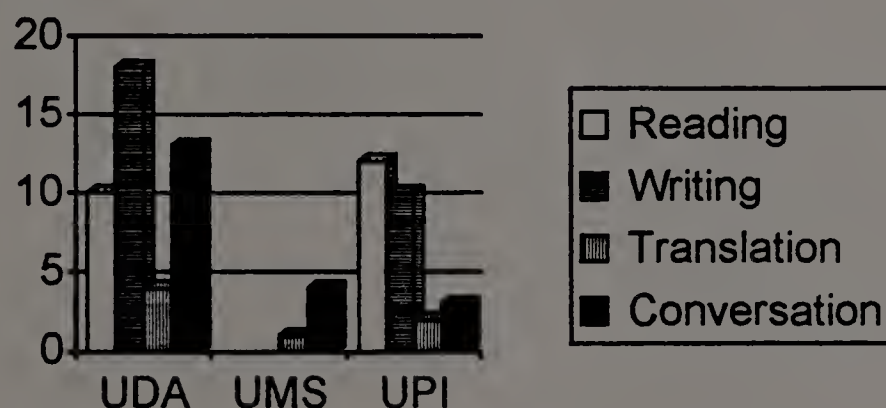


Figure 12. Choose More Varied Topics

"More varied topics" is the most wide spread suggestion for all four subjects, especially at UDA and UPI. Further comments mentioned by the participants for each of the courses are outlined below.

For Reading courses, Xa from UDA wanted articles related to real life situations such as those having to do with business, economics, and politics. Ch from UPI suggested devoting upper level reading classes to work-

related topics. Cj and Cq from *UPI* suggested more literature-related topics. Xm would have preferred to address a different topic each meeting.

About Writing courses, six *UDA* participants wanted "formal letter writing, business correspondence" to be topics in the course. Xg wanted to know how to write academic papers in English. Three student-participants, two from *UDA* and one from *UPI*, together with one graduate-participant from *UPI* expressed a desire for creative writing. Xt wanted topics regarding aspects of life not related to daily routine. Cw from *UPI* thought that topics should have "more substance." For courses in Translation, one *UDA* student-participant recommended future employment-related topics, while three others suggested literature-related topics. For courses in Conversation, Xg from *UDA* suggested broader topics related to preparation for work. Topics related to careers in such fields of interest as business, politics, economics, and medicine were suggested by four students and one graduate from *UPI*. Xb recommended literature-related topics. Three others from the same institution would have preferred to learn expressions used in daily lives. Three *UMS* and one *UPI* participant wanted "solid topics" for discussions.

Another general suggestion was that topics should be taken "from various sources." Figure 13 shows the number of participants suggesting this improvement.

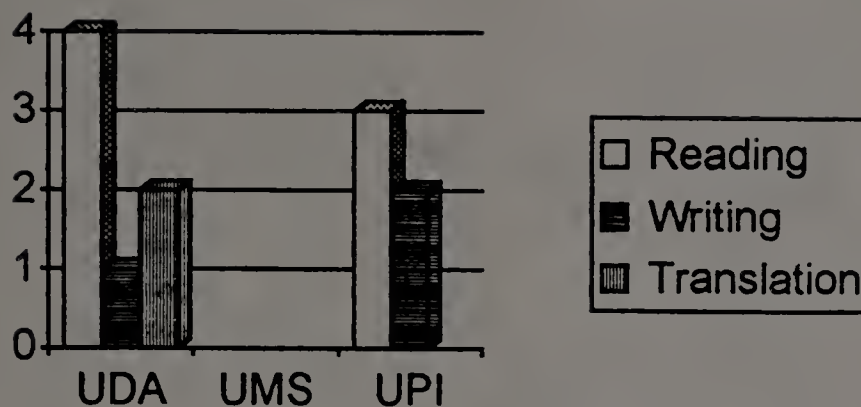


Figure 13. Take Topics from Various Sources

For courses in Reading, an alternative source for materials, non-fiction articles from English language media, was recommended by two students each from *UDA* and *UPI*. Another request for courses in this group was "more interesting topics." This is shown on Figure 14.

More interesting topics were urged for various courses. So-called "interesting" topics in Reading and Translation were described as up-to-date ones. Xj from *UDA* and Cw from *UPI* suggested "appropriate materials" in accordance with students' ability. For Reading, Xd thought that materials should be chosen according to their

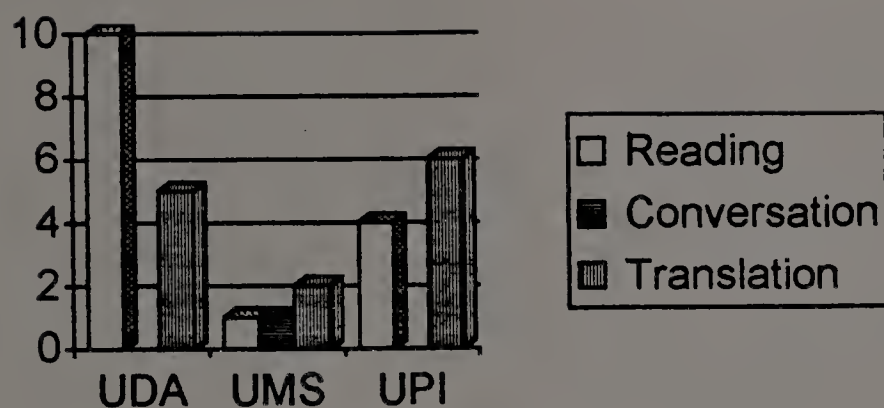


Figure 14. Need for More Interesting Topics

appropriateness for meeting students' needs and workplace demands. Xg agreed that the topics should prepare for work as well as improve language expertise. Cg recommended college life as a good topic for Translation.

Additional suggestions relating to courses in this group included recommendations concerning scheduling, number of credits, and objectives. The suggestions pertaining to schedule were recommended by two students from UDA as well as Cw from UPI, who said that Reading and Translation should be offered beginning with the first semester. Regarding credits, Cl suggested that more solid materials with fewer credits allotted to Reading classes would be appropriate. Yf and Yh from UMS, together with Xl from UDA, recommended allotting more credits to Translation. Cl from UPI believes that such optional classes were meant for those who wanted to be translators.

Another suggestion concerns the need for clearer objectives in Translation courses as noted by Ln from UPI. He said that the program should have a clear direction concerning the levels of expertise that graduates could achieve, whether they could become translators in general English or in some specialized fields.

In summary, suggestions referring to courses in the Language Skills group were concerned with choices of topics as well as other curricular matters. Topic choices recommended included greater variety, multiple sources, and those having a more general interest. Other suggestions dealt with scheduling, objectives, and number of credits.

Linguistics

The courses in this group include Phonology, Morphology, Syntax, Semantics, and Seminar in Linguistics. The suggestions concerning textual materials used in these courses comprise of choice of texts, quantity, and applicability. Another suggestion concerns sequential classes.

Figure 15 shows the participants' emphasis on "more interesting and digestible" textual materials for the courses concerned. Yj from UMS suggested that the textbooks should be in Indonesian to make understanding easier.

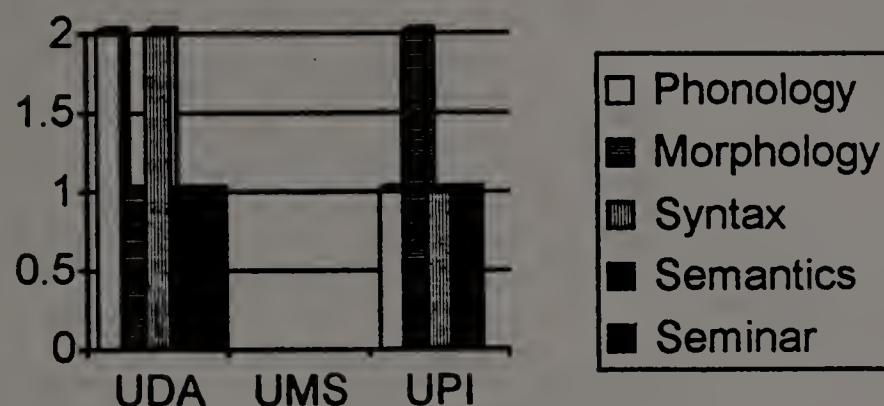


Figure 15. More Interesting and Understandable Text

Other suggestions regarding texts used in Phonology originated from three *UDA* and one *UPI* participant who suggested that materials used should be more relevant to language learning. Zf stipulated that the theory of pronunciation should be accompanied by materials to be practiced in the language lab.

Some participants also recommended improvement in the sequence of classes. Xq from *UDA* and Ck from *UPI* suggested that General Linguistics include Syntax, Morphology, and Semantics, since they overlapped each other. Three *UPI* student-participants suggested combining the present two-semester successive courses into one single semester course.

In brief, suggestions about courses in Linguistics concern the quantity of their textual materials in addition

to their relatedness to language learning and consolidation of sequential courses.

Literature

The Literature group comprises courses in Cultural Background, History of Literature, Literary Analyses, Literary Criticism, and Seminar in Linguistics.

Suggestions to improve them focused on the quantity of reading materials, and depth of class discussions.

Two contradictory opinions were expressed in relation to the amount of reading in these courses. One point of view was that more was needed, while the other expressed the opinion that it should be reduced. Figure 16 shows the number of participants suggesting an increased volume.

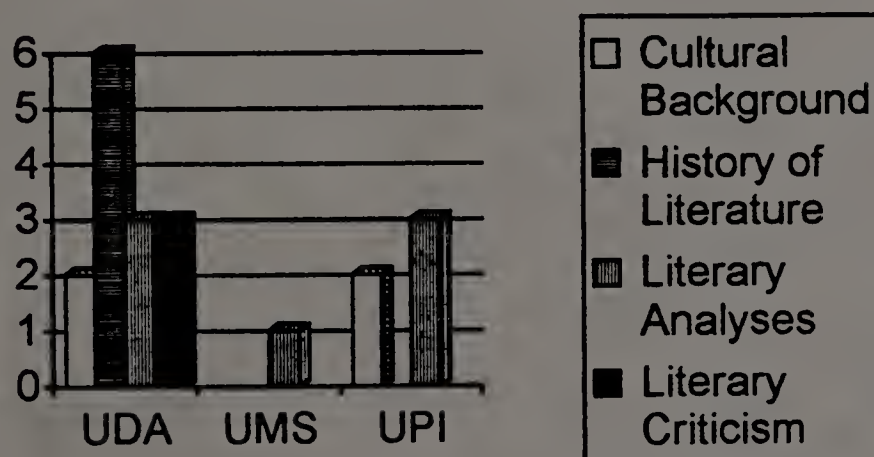


Figure 16. Assign More Reading Texts

These participants suggested that the scope of present materials should be enlarged. Further comments by some participants from different institutions are as follows. About the Culture course, Xt from UDA and Cm from UPI suggested including modern culture as well. Furthermore, Xb from UDA and Ch from UPI said: "Include more [materials about] social rules, ways of life of the British commoner instead of the lives of the royal families." Cl from UPI recommended a "choice of significant authors." For Literary Analyses, several specific suggestions were made. Cj of UPI advocated reading and discussing at least five novels in Novel analysis class each semester. Lh suggested increasing the number of works to be analyzed and that the analyses should be more thorough. Lp recommended the inclusion of the literature of other English speaking people, for example, Commonwealth literature. Xf of UDA wanted Poetry and Drama to be included in this course in addition to the Novel, and Xd suggested works by modern authors. Ym from UMS preferred works with happy endings. For Literary Criticism, Xd of UDA suggested the inclusion of modern authors and Xb recommended that Novels and Drama be included in the course in addition to Poetry.

Some participants believed that there should be a reduction in the materials used. Figure 17 below illustrates the incidence of this opinion.

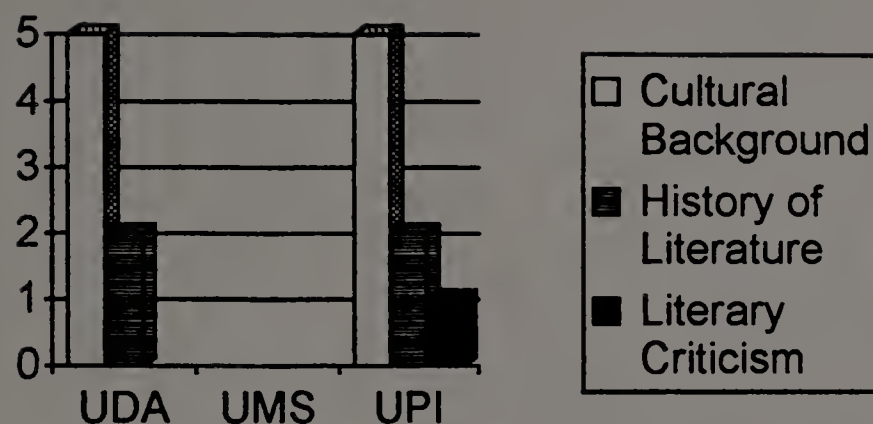


Figure 17. Reduce Materials to Essentials

Specific recommendations to *reduce* the teaching materials were advanced as follows: In the History course, X_o from UDA suggested teaching "less history but more literature." He also suggested that the Cultural Background course should "concentrate on Britain."

Another recommendation, for "more in-depth" materials, is plotted according to number and courses in Figure 18.

Concerning Cultural Background, according to X_c and X_d from UDA together with C_p from UPI, more in-depth materials meant omitting whatever students were already familiar with and giving them more advanced materials. X_p from UDA also suggested this for Literary Criticism.

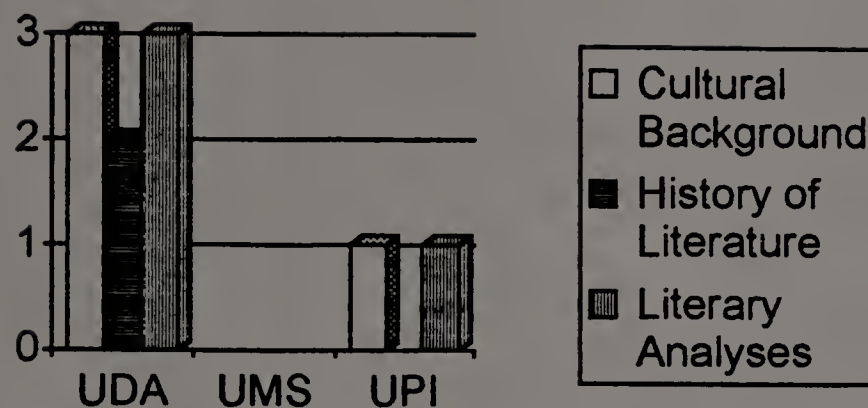


Figure 18. Assign More In-depth Materials

In brief, recommendations for courses in the literature group concerned both the quantity and depth of assigned materials. Contradictory suggestions were made with respect to quantities of materials. More participants suggested reduction than expansion in assignments, especially in the Cultural Background course. Participants from *UDA* and *UPI* wished to increase the number of materials for Literary Analyses but to reduce the History of Literature materials. Some *UDA* participants advocated the increasing materials for Literary Criticism as well. Another observation made by *UDA* and *UPI* students was that materials in literature courses should focus on subject matter that reaches beyond topics that students have already studied.

Faculty

Suggestions concerning faculty included recommendations to improve the quality of faculty, criteria for hiring new faculty as well as standard expectations of faculty performance. Figure 19 below shows the number of participants identified according to their institutions who suggested replacement, improvement, and/or hiring of native speakers.

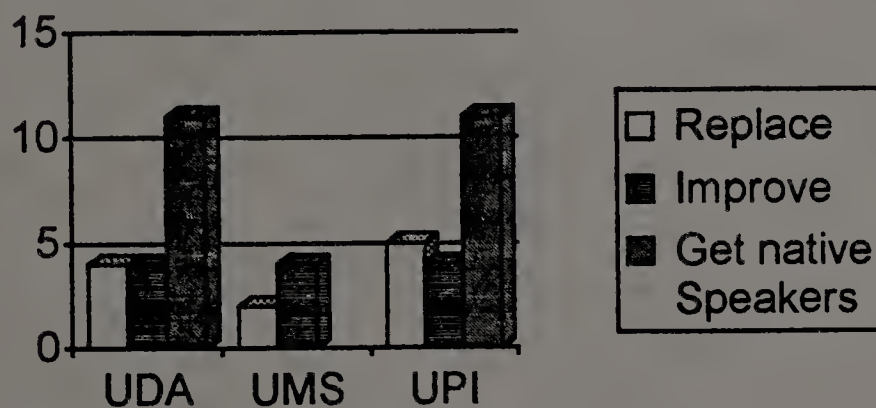


Figure 19. Suggestions about Faculty

The participants listed in Figure 19 did not discuss their comments apart from stating their suggestions. Recommendations for improvement and expectations expressed by other participants are described in the section that follows, focusing on academic and pedagogical competency.

Concerning new faculty, Lg from UPI suggested that selection of new faculty should be more strict; especially the faculty teaching language skill courses, agreed Xr from

UDA. Yf from UMS urged hiring of faculty who had gone through graduate studies. Expert faculty in Linguistics courses were especially needed, observed three UDA and one UPI participant. In order to ascertain students' opinions, Cw from UPI suggested periodic student evaluations of faculty members.

Competency in academic subject matter itself characterized quality faculty, two UDA participants agreed.

Xg of UDA insisted that the faculty should "master the fields in which they teach." Cn from UPI agreed that they should be "qualified in their fields, able to explain clearly and exert discipline." Mastery of the subject matter will be apparent in the instructor's ability "to give other examples than the ones written in the textbook," declared Xr from UDA and Cb from UPI. Zh from UPI was of the opinion that "negligent faculty" should not be entrusted with language skills courses.

Some special points were made regarding hiring native speakers of English. Quite a few participants made this request, as shown in Figure 18 (p. 123). Lj and Ln urged "native speakers who are qualified and helpful." Zj emphasized that the native speakers he had in mind were those who were willing to teach English instead of those who wanted to learn Indonesian. Other UPI participants provided opinions regarding native speakers as full faculty members. Cl emphasized the desirability of native speakers for faculty, because they would serve as models of correct

speech. Zd echoed this recommendation by saying, "the presence of native speakers helps our understanding of their accents."

Three issues are included in the expectations categorized as pedagogical competency of the faculty. They are quality of academic preparations and classroom delivery, both physical and subject matter, involvement in student learning, and personality traits.

Issues pertaining to classroom activity of faculty were mentioned by several participants, such as two UDA, one UMS and one UPI who suggested that faculty should be "more energetic." Yk of UMS and Zk of UPI observed that faculty should speak clearly in loud enough voices for all students to hear. Concerning instructor attendance, one UDA and three UPI participants urged that faculty be punctual for classes. Zh from UPI agreed, adding "more regularly." Commenting on faculty's absences from classes, Zb of UPI noted that "in order to discipline the students, the faculty should start with themselves." Lk, a graduate from the same institution, commented that it was not fair if disciplinary action was applied to students only, that faculty should also have their share.

Academic preparation was a strong concern. Xk from UDA and Ym from UMS emphasized that faculty should "come into the classrooms well-prepared." Lm of UPI suggested that faculty should have available more than one text as a resource for their teaching, and Lp wanted them to be more

creative in choosing and using the teaching materials. Ck suggested that each instructor should distribute the syllabus of the course taught in the beginning of the semester, and according to Cm, this syllabus should be followed and carried out as much as possible. Four UDA participants suggested that all English program faculty should use English as the medium of instruction. When assigning homework, faculty should be clear with their instructions, suggested Lk from UPI.

Another issue related to pedagogical competency was faculty involvement in student learning. Ck wanted the faculty to be familiar with student ability and knowledge levels in order to adjust their teaching to improve student learning. Xl from UDA and Ct from UPI wanted faculty who "communicate with students more," "not only in the classrooms," added Lb from UPI. Lc from UPI suggested that the faculty "not only teach but also guide and counsel to reflect their true profession as educators." Xf from UDA wanted "more friendly faculty." Good faculty are the ones who "are totally involved in the courses and the students they are teaching," according to Lp. Cz from UPI noted that faculty should not be imposing. According to Cn of the same institution, they should "pay more attention to students' opinions." Two UDA and one UPI student wanted the faculty to "be more objective." One UDA, one UMS and five UPI participants suggested that faculty should be more active in inquiring about students' learning problems. Xs

from UDA suggested that faculty should "help in improving grades." From UPI, Cm and Ct wanted more objectivity in the grading process.

A third set of suggestions pertained to personality traits of faculty. From UPI, Cj considered the human quality of "caring" as well as expertise in subject matter to be very important. Two participants protested that faculty should not be angry at students so often. Two others pondered the possibility of reminding the faculty that certain attitudes irritated students. Xg of UDA desired faculty who were fair and open to suggestions while two of her friends wanted the faculty to have the courtesy to let students know when they were going to be absent.

An important criterion for faculty is the ability to demonstrate methodological competency. From UDA, Xf argued that qualified faculty were those who were not only smart themselves but were able to share their knowledge with the students. Xg emphasized that faculty "should be able to explain, instead of standing before the class, as confused as the students." According to Xe, faculty should "master good teaching methods." Lc from UPI said they should "provide more instructions and guidance to the course content and homework assigned." Xm of UDA wanted students to be encouraged to develop ideas. Three more UDA and one UPI participant added that faculty should provide additional guidance for students needing help in their work on assignments. Zj from UPI wanted the instructor of the

Seminar in Linguistics class to be more helpful to students who were trying to find research problems for their graduation papers.

Briefly, some participants across institutions suggested replacing "incompetent" faculty and improving the quality of present faculty. Common only to *UDA* and *UPI*, they urged recruitment of native speakers of English to improve students' conversation ability. In addition to proposed recruitment criteria, participants also stipulated many ideas concerning their faculty. The expectations included academic competency and pedagogical competency.

Teaching Methods

Suggestions pertaining to teaching methods concern themselves with individual courses as well as the program groupings of Language Skills, Linguistics, and Literature. These suggestions refer to classroom matters such as discussion opportunities, assignments, student participation, explanation, and assessment.

Regarding general academic interaction, several participants articulated their thoughts as follows: Three *UDA*, one *UMS*, and six *UPI* participants stressed the need for more varied teaching methods. Cf from *UPI* hoped that faculty could create more relaxed teaching-learning situations. Yh from *UMS* recommended summary writing.

"Discussion" was suggested by the following participants. Lk from *UPI* recommended that the discussions

in class be normally intended for clarification of the concepts found in the textbooks, with additional examples. Ln from UPI suggested more discussion sessions. In particular courses, Yc from UMS wanted "interactive teacher-student class discussions" in Reading. For the Seminar in Literature, Xh from UDA wanted "more discussions in class conducted by students but supervised by the faculty." With reference to Literary Criticism, Gz from UDA wanted the faculty "to discuss the assigned summaries."

"More assignments" was another suggestion. Xo from UDA and Cr from UPI recommended more written papers to help determine students' abilities to apply theories to practice. Lk of UPI suggested that reading assignments should replace lengthy explanations in class of information of a general nature. Xu suggested that more writing assignments would be an advantage to the students' learning process, but thought that writing exercises on the board in front of the class was a waste of time. Xc and Xn from UDA wanted the assignments to be checked and returned with feedback.

More student participation was recommended. With reference to Literary Criticism, Ch from UPI suggested more class presentation. She went on to say, "It is OK to make mistakes, as long as we have the chance to express our ideas." Xf and Xm from UDA said that teachers should "give students the chance to read aloud." Regarding Conversation classes, seven UDA and three UPI participants recommended

encouragement of more dialogues between students. Xt from UDA believed that students should be given the chance to voice their opinions. Zj from UPI wanted teachers to provide opportunities for students to talk extemporaneously in class instead of merely reciting memorized dialogues. According to Cl from UPI, the effective method used in Conversation IV should be introduced to the lower levels. Xc from UDA wanted to remind faculty always to identify students' mistakes and correct them.

Much more thorough explanation is another request. In Writing courses, Xl of UDA, and Cg and Cw of UPI believed that more guidance was needed on how to write properly. For courses in Linguistics, more explanation about principles underlying the basic study of Morphology was recommended by Xp from UDA and Ct from UPI; similarly, more about basics for the Syntax course was a concern of three participants from UDA. For courses in Literature, Ch from UPI suggested that in the beginning of the semester the Cultural Background faculty should discuss the syllabus, projected class activity, the textbooks, the nature and requirements of assignments, what the examinations will cover and how they will be administered. Lf from UPI recommended more frequent quizzes to check students' absorption of the information conveyed in classes.

In brief, various teaching methods were suggested by participants across institutions about courses in general, as well as specific courses within course groupings. Most

of the specific suggestions were directed at courses in Language Skills, because participants wanted methods that stimulated student participation in classes.

Facilities and Equipment

Suggestions for improving learning facilities and other needed equipment were recommended to help each institution provide better service to the students. Such facilities include libraries, audio-visual equipment, and classrooms. Suggestions to improve libraries are shown in Figure 20.

Figure 20 shows the number of participants who suggested a change in the library system as well as an enlargement of the collection. The request to apply the "open system" to the library borrowing procedure was mainly mentioned by *UPI* participants. Across institutions, participants were more concerned with enlarging the collections in their libraries. Some participants offered specific ideas. Two *UDA*, three *UMS*, and two *UPI* participants especially wanted books in literature and linguistics. Xe of *UDA* urged the library to give priority to the acquisition of materials supporting "learning," presumably the courses offered by his program. Xa from the same institution recommended that old editions be replaced with more recent ones. To expand the *UPI* collection, Ld suggested contacting some book-donating foundations

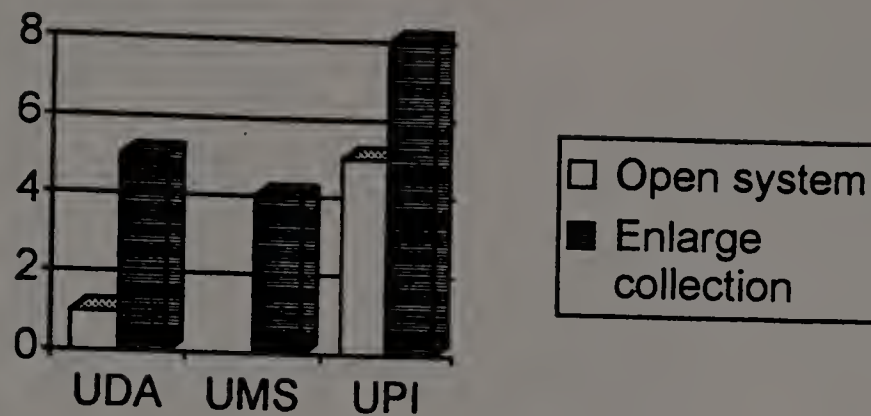


Figure 20. Suggestions Pertaining to School Libraries

in addition to purchasing more books. To ensure the availability of books in their major program of study, Lg and Lk from *UPI* thought a special library maintained by and for the English program would be a good idea.

Audio-visual equipment includes language lab and other classroom aids. Participants from different institutions suggested diverse items which they thought their institutions should provide. At *UDA*, five participants focused on a need to upgrade the learning materials used in the language lab. Xg of *UDA* suggested more lab hours for students. Yg from *UDA* also wanted to have a film viewing at least "once a month." At *UMS*, five participants urged the provision of visual equipment to enable them to view films. At *UPI*, on a more basic level, 13 participants emphasized that the language lab needed to be repaired. Six other participants wanted the existing video room

utilized. Cq and Zk recommended supplying soft-spoken faculty with a loud speaker while Cs wanted to have all chalkboards replaced by white boards.

Regarding classroom availability and general physical conditions, three UDA participants noted the need for a theater where literature students may perform plays or recite poetry. Five UPI participants wanted the institution to fix its roofs. One UDA and three UPI students pointed out that more attention should be paid to the cleanliness of the classrooms. Two UDA participants wanted the classrooms to be provided with air-conditioners; while three UPI did not specify a-c, they wanted the institution to do something about the stuffy classrooms. Lf, a graduate of UPI, agreed, emphasizing that "classrooms should be clean, neat, and cool."

In brief, suggestions concerning learning facilities and equipment focused on improving the borrowing system as well as the collections in the libraries across institutions, the conditions of the language lab in one institution, and the conditions of classrooms in two participating institutions.

Additional Suggestions

Participants offered additional recommendations with reference to this academic program and related administrative matters, such as curriculum objectives and reforms, admission and graduation, involvement of students,

use of English on campus, and evaluation procedures. Extra curricular activities also received some attention.

A clear program objective was emphasized by Ln from UPI, who said,

. . . the program should have a clear goal. If it is to graduate students who wish to pursue a career in literature as mentioned in the catalog, then this field should be strengthened. Get more faculty members who are experts in the field.

To achieve the desired results, Cf from the same institution commented that courses should be improved, not dropped; if the curriculum must be changed, it should affect new students only. Together with Cs, they recommended that changes in the curriculum be explained to students, and involve them in the process of change to arrive at consensus.

Some participants suggested criteria for new student admission and graduation. From UPI, Lj said that new students admitted to the program should possess a basic knowledge of English in order to ensure success in their studies. He also suggested a stricter standard for progressing to higher levels (GPA>2.0). Lk proposed more stringent criteria for graduation. She said, "it is better not to let a student graduate than to lower the standard." Ln believed that courses taken as a thesis substitute should be more substantive. Lj proposed that there be recognition for students who graduated by writing a thesis by the practice of listing the title in the student's academic transcript.

Suggestions regarding student activity, conduct, and involvement were proposed by several participants across two institutions. Lm from UPI noted that strong emphasis should be placed on the need for students to be punctual and to use time efficiently. Xt of UDA wanted their creativity to be fostered and developed. Lh of UPI said that students should be more involved. From UDA, Xc believed that students should seek to discuss insufficient grades and how to improve them, Xb wanted their opinions sought after concerning choice of materials, Xs wished that students could have the opportunity to express their opinions without having to be afraid of academic harassment, and Xa recommended soliciting students' opinions on past and present curriculum before making any drastic changes. From UPI, Cs said that students welcome open discussions. Cw agreed, adding that the discussion topics could be widespread enough to include materials used, student advising, and personal direction. On a wider scope, Cz wanted students to be involved in any major administrative change that affected them such as curriculum change and tuition hikes.

Concerning the use of English on campus for English majors, several recommendations were made. Four UDA and one UPI participant urged all faculty of compulsory courses to use English as a medium of instruction. Four other UDA and two other UPI participants wanted to make the use of English on campus compulsory for English majors. Xm from

UDA and Ld from UPI wanted the programs to create an atmosphere where English had to be spoken. Compulsory English speaking for English majors was suggested as part of extra-curricular activities. This was suggested by several participants. Lc from UPI suggested developing ongoing extra-curricular activities for practice of foreign languages learned. Three fellow UPI participants suggested competitions in using the English language. Lm recommended performing plays and Zb proposed showing films and offering seminars as well as optional discussions on literary works. Four UMS participants and Ch from UPI urged the founding of English conversation clubs and English language drama groups. Ln, a graduate of UPI, offered the belief that in order for extra-curricular activities to work, participants should be motivated by academic rewards. Another form of English-speaking extra-curricular activity mentioned was field visits to offices or organizations where English is used as the medium of communication. Student activities should get proper attention and support from the university, according to Cz from UPI, because these activities would eventually promote the university in the larger society.

In short, these additional recommendations, mostly suggested by graduate-participants, offer ideas concerning students "journey" to pursue the S1 degree in the English language program. Suggestions include clear program objectives, how to achieve them, how students could be

better involved in the process of learning, as well as what they could do to help the program serve them better.

Summary

This chapter describes the findings from the three research questions. Responses to each can be enumerated as follows:

Research Question No. 1 inquired about the reasons the participants studied English. One hundred fifteen responses from participants from three private higher education institutions in Jakarta, Indonesia were analyzed. The 72 participants included 58 student-participants and 14 graduate-participants. Forty-three "minor reasons" in addition to the 72 major reasons were offered. The minor reasons are those provided by 33 participants in addition to their major reasons. Both major and minor reasons are clustered into four variables, identified as Employment Opportunity, Language Competency, Cultural Communication, and Personal Knowledge.

Across institutions, the 72 statements constituting major reasons comprise 38% within the variable of Language Competency, 32% within the variable of Employment Opportunity, 19% within the variable of Personal Knowledge, and 11% within the variable of Cultural Communication. The 43 minor reasons fall within these variables: 49% for Language Competency, 21% for Employment Opportunity, 19% for Cultural Communication, and 12% for Personal Knowledge.

As major reasons within institutions, participants from each institution presented a different picture for their school. At *UDA*, an equal number of student-participants, 36%, wanted either to improve their language mastery or wanted to use the language to increase their personal knowledge. Eighteen percent wished to use it as a means for finding employment, and 9% wanted to communicate with foreigners. At *UMS*, 44% wanted to use the language as a means to find jobs; one-third of the participants wanted to improve their language mastery; and the rest were divided equally between increasing personal knowledge and communicating with foreigners. Student-participants and graduate-participants from *UPI* expressed different interests. Equal numbers of student-participants, 41%, wanted either to improve their language mastery or to find employment. The balance wanted to use English to communicate with foreigners. On the other hand, 46% of graduate-participants wanted to improve their language mastery. Thirty-six percent wanted to use it to find jobs, and the rest, 18%, wanted to expand their education.

The minor reasons within institutions presented the following distribution: at *UDA*, 39% of the total statements from the student-participants belong to the variable of Language Competency; 23% each belong to the variables of Employment Opportunity and Personal Knowledge, and the rest, 15%, to Cultural Communication. Seventy-five percent of the statements made by the graduate-participants

belong to the variable of Language Competency, with 25% to Cultural Communication. From *UMS*, 43% of the statements belong to the variable of Language Competency; 29% of the responses show that the participants wanted to communicate with foreigners, and the rest, 14% each, indicated both a desire to improve knowledge and an intention to use the language to find employment. From *UPI*, 42% of the statements provided by the student-participants, indicated the desire to improve their language mastery. Thirty-three percent of the statements belong to the variable of Employment Opportunity, 17% to Cultural Communication, and the rest, 8%, to Personal Knowledge. The majority of the responses from the graduate-participants, 71%, indicated their goal was one of improving their language mastery. The rest is distributed between the intentions to use English to find employment and to communicate with foreigners.

Research Question No. 2 inquires about strengths and weaknesses of subject matter, faculty, methodology, evaluation, and facilities. Responses concerning participants' perceptions regarding the strengths and weaknesses of subject matter in the course groups of Language Skills, Linguistics, and Literature included perceptions of strengths and weaknesses of courses and textual materials. Across institutions, participants responded that the major strength of their Language Skills courses was that the materials studied improved the

participants' language skills expertise. None of the strengths in Linguistics were reported across institutions. The courses in Literature increased participants' understanding of the culture and literature of major English speaking people. With respect to individual institutions, the strengths mentioned at *UDA* were that a Linguistics course helps language production, and a Literature course helps in writing graduation papers. Strengths mentioned at *UMS* included approbation of the extent of the materials used in Language Skills and Literature courses in addition to acknowledgment of help in understanding an aspect of language learning provided by a Linguistics course. The latter was also a strength mentioned at *UPI*.

Weaknesses mentioned across institutions included insufficient assignments allotted to Translation and Writing as well as insufficient time assigned to Conversation classes. Lacking adequate explanation and tedious materials used in some courses are weaknesses mentioned about Linguistics. Weaknesses in the Language Skills group within individual institutions included overly narrow topics in materials used at *UDA* and *UPI*, and poor coordination of materials used in sequential classes at *UPI*. At *UDA*, another weakness in this group was monotonous assignment. Weaknesses in the Literature course group at *UDA* and *UPI* included an overabundance of materials and narrow topics in some of the courses. At *UPI*, another

complaint was the unavailability of textbooks for one of the courses. At UDS, "boring materials" was another weakness of this group.

The strength of faculty mentioned across institutions is their concern for students, both academically and in personal matters. Demanding faculty is mentioned as a strength at UPI. A common weakness at UDA and UPI is the lack of native English speakers. Although graduate-participants mentioned native speakers as a strength at UPI, the student-participants considered the lack of them a weakness. Apparently, native speakers were available while these graduate-participants were studying. Within individual institutions, UDA participants complained about subject matter incompetence. In addition to agreeing with UDA in this shortcoming, UPI participants criticized that some faculty's infrequent presence in meeting classes, indifference, and "scary" personalities.

Concerning teaching methodologies, the strength across the three programs appeared to be an ability to involve students actively in the classroom. Concerning individual institutions, UMS participants pointed to discussion as a strength; UPI participants agreed with that particular, adding that another strength was quizzes. Weaknesses experienced by all participants from all campuses were excesses in some classroom practices including lecturing, over-emphasis on textbooks, and teacher-oriented approaches. Common to UDA and UPI, participants criticized

the practice of writing composition exercises on the chalkboard.

No common strength in the evaluation process was mentioned across institutions. The strength of evaluation at *UMS* is its practice of writing academic papers and presenting them. At *UPI*, some participants consider the schedule and the scope of examinations to be strengths.

Concerning facilities and equipment, the only positive indication was offered by *UMS* participants who considered their new and quiet campus to be a strength. Weaknesses common to all three institutions were the small collections in their libraries and the lack of visual aids in connection with the courses. In addition, *UDA* and *UPI* participants considered the conditions of their language labs and classrooms to be serious weaknesses at their institutions.

Research Question No. 3 solicited participants' recommendations for improving the English curriculum. For Language Skill courses, participants, mostly from *UDS* and *UCW*, suggested that the topics for all skills should be varied, taken from various sources, and more interesting. Other suggestions focused on scheduling, coordination of materials in sequential classes, objectives, and number of credits. Textbooks for Linguistics courses should be interesting and digestible. They also should be applicable in supporting language learning and of an adequate amount.

Another suggestion is the coordination of materials used in sequential classes.

Suggestions regarding Literature courses were to include modern culture as well as other aspects of social lives besides the royalty. Another suggestion was to introduce "new things" unfamiliar to the students. More in-depth materials were requested for some courses, also literature of English-speaking people such as Australians in addition to that of the British and Americans.

Participants suggested that some of their faculty should improve their expertise both in the language and the academic subjects, and even that more competent faculty should be hired to replace them. The participants from *UDA* and *UPI* also urged the hiring of native speakers of English to provide good speech models. Criteria for faculty, whether domestic or native speakers, it was suggested, should include superior competency in subject matter and professional expertise.

With respect to teaching methodology, across institutions the major observation was that more varied methods should be utilized. Common to *UDA* and *UPI*, participants suggested some specific methods. Discussion sessions, quizzes, more composition assignments together with its feedback, more student participation, and more specific explanations were requested.

Answering the question of how they knew academic progress was made in learning English, the participants

responded that the best indications were good grades on tests. Others mentioned that they noticed improvement in their ability to comprehend written and spoken English as well as to communicate in the foreign language.

The most urgent suggestion concerning learning facilities mentioned by the participants across institutions was enlargement of the collections in their school libraries. They wanted the programs to show films or videos to complement the courses. UDA and UPI students wanted the borrowing system changed from the present closed-system to the open-system. In addition, they suggest that administrations should pay more attention to the maintenance and cleanliness of the classrooms. Participants from UPI particularly wanted their language lab fixed and video-room fully utilized. UDA participants wanted the frequency of lab use increased and a theater provided for English-language performances.

Some additional recommendations were offered especially by graduate-participants. They concern program objectives, criteria for admission and graduation, what students could and should do in exercising their rights and fulfilling responsibilities, as well as proposing activities that foster fluency in the language.

C H A P T E R V

SUMMARY AND RECOMMENDATIONS

This chapter summarizes the results of the research, and concludes with recommendations for improving the curricula of the English language programs in Indonesian institutions of higher education. Recommendations for further research are also advanced.

Summary of the Study

The summary describes the four basic elements of the study: the problem, the purpose of the research, the approach used, and the major findings.

In Indonesia a national curriculum enforces a standardization of part of the curriculum on all levels of formal education, including higher education. The English language program is no exception. Each program in a private institution has only partial leeway to determine the required curriculum and associated credits. In the endeavor to meet the students' needs and institutions' missions, the approach used by the programs so far has been another "top-down" policy; the program heads decide almost everything pertaining to their academic field. The policy, while well-meaning, does not always accommodate the needs of learners. To become knowledgeable about the needs of students one must launch an investigation into the nature of those needs.

The goal of this research was to determine how the curricula of the English language programs in Indonesia could be improved by learning more about student motivations and needs with respect to this academic field. The endeavor was undertaken by surveying motivations and opinions of 58 enrolled students and 14 recent graduates of the three private institutions of higher education in Jakarta. The three institutions are code-named "*UDA*," "*UMS*," and "*UPI*." *UDA* was represented by 22 students and 3 graduates. Nine students made up the sample from *UMS*. The largest sample was from *UPI*: 27 students and 11 graduates. The participants for this research were students in their fifth semester or above; the graduates all had completed their studies within five years previous to the inception of the study. Various methods were utilized to recruit the participants and collect the data. The student-participants were those meeting the selection criteria and available on campus during the time of data collection. Graduate-participants from *UDA* were contacted by one of their senior faculty. *UMS* did not succeed in contacting its graduates. *UPI* graduates were obtained by word of mouth.

The method used in data collection was an open-ended survey questionnaire, consisting of three groups of questions pertaining to three major research questions. The three major questions were:

1. What do the students report as reasons for wanting to learn English?
2. What are strengths and weaknesses of the English language curricula as perceived by the students in three institutions of higher education in Jakarta?
3. What directions for improving their English language curricula do the students recommend?

A structured interview was used with two graduates from *UPI*, and one group discussion with four other graduates from the same institution. The others filled out the questionnaire. The raw data collected in Indonesian language were translated and the accuracy of the translation verified by experts in the field. The data were then transferred onto 3 X 5 cards. A total of 140 cards listed "reasons," 572 cards specified "strengths," 721 cited "weaknesses," and 634 offered "recommendations." These were organized and analyzed using some of Lincoln and Guba's data processing methods of unitizing, categorizing, and filling in patterns.

Major Findings

The survey provided 72 "major reasons" and 43 "minor reasons" in answer to the first research question designed to solicit information regarding the students' motivations for studying English. The multiple reasons supplied by 33 participants, students and graduates alike, were assigned the status of "minor reasons," of which there were 43. All

reasons were analyzed and classified into four variables: Language Competency, Employment Opportunity, Personal Knowledge, and Cultural Communication. Three doctoral candidates majoring in Curriculum Studies in the School of Education at the University of Massachusetts served as judges to verify the classification.

The distribution of major reasons across the three institutions is as follows: 38% of the participants indicated that the intention of improving their English language expertise was their main purpose in studying the language. Utilizing the language to find employment was also important for 32% of the participants. Nineteen percent of the participants wanted to use the language as a vehicle for increasing their education beyond their major; only 11% of the total sample wanted to use the language to communicate with foreigners.

The minor reasons across institutions included the following: 49% of the statements were categorized as Language Competency, 21% as Employment Opportunity, 12% as Personal Knowledge, and 19% as Cultural Communication. Within individual institutions the major reasons displayed the following distribution: At UDA the student-participants indicated that 36% wanted to improve their language mastery and 36% to utilize the language as a vehicle to help them learn in other disciplinary studies. Eighteen percent of the student-participants wanted to use the language to find employment, and the rest, 9%, wanted

to utilize their knowledge of English as a means of communication. The reasons mentioned by the *UDA* graduate-participants indicated that they all wanted to use the language to augment their personal store of knowledge.

At *UMS*, represented by 9 students, responses had a different configuration. Forty-four percent thought that English would be an employment asset; 33% wanted to improve their language mastery, and the rest, 22%, were equally divided between wishing to increase personal knowledge and hoping to communicate well with foreigners.

The institution with the largest number of participants, *UPI*, yielded the following data: 41% wanted to improve their language mastery and another 41% to use the language as a means for finding employment. The rest, 18%, wished to communicate with foreigners. The *UPI* graduate-participants presented a different distribution of reasons: 46% wanted to improve their language mastery, 36% wanted to use the language as an asset to find employment, and the remaining 18% intended to utilize English as a vehicle to increase their knowledge.

As for the distribution of "minor" reasons within individual institutions, the researcher found the following: At *UDA*, 39% of the student statements as belonged to the variable of Language Competency, 23% each to Employment Opportunity and Personal Knowledge, and the rest, 15%, to Cultural Communication. The statements supplied by the *UDA* graduates show that 75% belonged to the

variable of Language Competency and the rest to Cultural Communication. At *UMS*, 43% of the statements belonged to the variable of Language Competency, 29% to Cultural Communication, and 14% each to Personal Knowledge and Employment Opportunity. The statements of *UCW*'s student-participants included 42% within the variable of Language Competency, 33% pertained to Employment Opportunity, 17% to Cultural Communication, and the rest, 8%, to Personal Knowledge. The majority of the *UPI* graduate-participants' statements, 71%, are categorized as Language Competency. The rest is equally divided between Employment Opportunity and Cultural Communication.

Research Question No. 2, "What are strengths and weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta?" produced a wide variety of responses with respect to the English language curriculum, a compulsory national program decreeing that courses be offered in three groups: Language Skills, Linguistics, and Literature. Other components of the program, such as faculty, teaching methods, evaluation procedures, and learning facilities and equipment were also addressed.

Participants considered the successful improvement of the four language skills and increase of knowledge in culture and literature to be strengths of their programs, along with supportive faculty who used teaching methods that encouraged student participation. Weaknesses included

an insufficient quantity of assignments and class hours in Language Skills, inadequate explanation for one course in Linguistics, as well as uninteresting materials in two courses in Linguistics and one course in Literature. For other components of the curriculum, weaknesses include overuse of lectures and teacher-oriented classrooms as teaching methods. The lack of adequate required texts and reference materials concerned with the students' major studies in their school libraries was another negative aspect receiving several mentions.

Research Question No. 3, "What directions for improving their English language curriculum do the students recommend?" produced recommendations across institutions and within the individual institution. The suggestions across campuses concerned a need for improvement and replacement of some faculty, and the use of more varied methods in classroom teaching. An important learning facility that needs improvement across the board is the institution's library book collections, more textual materials related to the program were especially desired.

One point worth mentioning is the striking difference between *UMS* on one hand, and *UDA* together with *UPI*, on the other. *UPK*'s strength in the extent of materials used in its Language Skills courses was, in contrast, a weakness in the other two institutions. The well-equipped building at *UMS* was a notable contrast to the reportedly poor conditions of the classrooms at *UDA* and *UPI*. The latter

institutions also had problems with their faculty, some of whose personality traits were considered undesirable in addition to their teaching methods also perceived as unsatisfactory. The borrowing system in their libraries did not support their learning either. *UMS* has a better resource in textual materials and better physical conditions on campus; their students were also satisfied with their faculty. On the whole, it would appear that *UMS* did not have as many problems as *UDA* or *UPI*. The main problems of both *UDA* and *UPI* were stipulated to be the poor quality of some faculty as well as deplorable conditions of their classrooms and language labs.

Recommendations

In conclusion, the researcher presents three separate and distinct sets of recommendations as the ultimate goal of this study. First, recommendations are offered to the three English language programs for the improvement of their curricula. Next, recommendations are proposed concerning the improvement of the methodology of the present research study should it be repeated to update prevailing conditions. Lastly, recommendations for additional research focusing on tangential topics are presented.

Improvement of the Curricula

In accordance with the interests that students have in the study of English, the program within each institution should develop its curriculum using as an important criterion the motivations of its students who enroll in the program. The data collected in this research show that *UDA* needs to improve its language skills courses with more diverse topics to increase students' knowledge outside their major of study. The program developers at *UMS* ought to offer more optional courses to equip their students to be good competitors in the tough job market. As for *UPI*, this institution should ameliorate the courses in language skills mastery and offer more elective courses to prepare students to be professionals.

In particular, *UDA* and *UPI* share a need to take several factors into consideration: They should take stock of their respective faculty, looking into their credentials and classroom performance to evaluate their capacities for improvement. As a consequence, program administrators may see fit to arrange some refresher courses introducing current developments in the courses entrusted to the faculty, modern teaching methods, and varied evaluation techniques. In addition, they may consider hiring native speakers of English as faculty members. At the same time, programs should take steps to upgrade the conditions of such learning facilities as language labs, classrooms, and libraries.

Improvement of Present Research

There are several issues in the present research needing more specific reference in the inquiry. The design of the instrument in the present research to secure answers to Research Question No. 2 did not generate sufficiently specific answers regarding courses, faculty, or teaching methodology. Except references by some participants to a certain course, a particular faculty member, or a teaching method used in a specific course, perceptions were common to courses of different levels in the same group, all faculty, or methods used in any course. To overcome shortcomings in the design of this study, the researcher offers suggestions for several alterations in the participant sample, time of data collection, and survey questions.

Since the English language program is relatively small, the sample should be the whole population. All enrolled students should participate in the study. The participation of graduates should be limited to soliciting their suggestions for improving the programs. For accurate results, attempts should be made to reach as many graduates as possible.

To get a complete picture of the programs, the duration of data collection should extend over two semesters. The timing of data collection concerning courses should be during the last weeks of each semester. It would be best to synchronize the time of data collection

regarding learning facilities and equipment with the time that the institutions are discussing the budget for the upcoming year. Such timing would help the program to analyze the data in time to request budgets for facility maintenance and additions.

The method of data collection should continue to be survey questionnaires. Students in Jakarta, until they are comfortable enough to speak up in class, would rather put everything down in writing, anonymously. There would undoubtedly be some changes to the questionnaire utilized in this initial study.

Recommended changes to the research questions would be as follows:

Research Question No. 1 would be answered by asking the participants to list their major and minor reasons for learning English.

The set of questions soliciting answers to Research Question No. 2 which inquires about strengths and weaknesses of the English language curricula, may have to be more detailed. To obtain a wider scope of information, the researcher should be able to address every course offered. Instead of separating the components of the curriculum into several questions, the proposed design would incorporate them in the examination of individual courses. Questions inquiring about strengths and weaknesses of the courses will examine the materials and teaching methods used, evaluation procedures, faculty

preparation, and recommendations for improvement. This incorporation may present a more complete picture of each of the courses offered. Instead of asking students what they think of the courses of some previous semesters, the survey would solicit their perceptions about the courses the students are currently taking. These data may serve two purposes; in addition to obtaining information regarding their perceptions of the strengths and weaknesses of each course, the researcher may acquire student evaluations of the faculty.

Inquiries pertaining to students' perceptions of libraries and language labs as well as other learning facilities and equipment should be more detailed in order to ascertain what students believe is needed to have a favorable conditions to study. In addition to inquiring about the materials used, details may include physical conditions of the buildings, cleanliness, and comfort.

Further Research

Present research may serve as an initial study using students' perceptions as directions for curriculum reform. Other issues not within the scope of the present inquiry that come up in the data may need further investigation.

Further research on faculty competence is deemed important. In the present survey inquiries concerning faculty did not differentiate between the full-time and part-time faculty members. The distinction is important

because full-time faculty, usually tenured, have the prerogative of participating in the institution's refresher programs. Critiques of faculty and problems students have with them may contribute feedback to institution administrators when they set priorities in their goals to improve the teaching quality of their tenured faculty members. Data on possible improvements may be drawn from the parts of the survey that focus on courses.

Longitudinal study relating changes in students' reasons for learning English during their studies and social-economic conditions of the country together with the nation's development plan would be another interesting correlation. Data collection can be achieved by asking every student at the beginning of every academic year to fill out a form asking his or her reason(s) for wanting to learn English. In the analysis, in addition to the inter-group comparisons in the same year and within-group comparisons across academic years, the data may be compared with the country's development. This would be done to anticipate what graduates need, entailing decisions to offer new optional courses or eliminate some. The study may extend over a four-year period in order to see significant results in reforming the curriculum without waiting for a governmental decree. When they graduate, another survey may be made to follow their careers to track their progress.

Researching students' perceptions of their academic curricula may be replicated by other programs concerned about their majors and by the university with regard to the general education courses. The findings will assist individual programs and the university to develop curricula in accordance with students' needs.

Follow-up research on the perceptions may be done by distinguishing gender differences. The purpose would be to see whether female students' perceptions of strengths and weaknesses of a curriculum are different from those of male students. The input may help program designers to offer courses in accordance with the gender proportion of incoming students.

Further research may be done in the English department comparing perceptions of degree program students in English language and literature and diploma program students in English language concerning some courses these students may take together. The findings may help the department in their decision whether to continue combining courses mutually required or to offer separate courses.

A follow-up study on the present research may be done on the graduate-participants relating the language mastery they gained from their study to the English they are required to use in their jobs: whether the skills are enough for them to function adequately or what other skills they have had to master to carry out the tasks entrusted to

them. The information obtained may promote new courses that could better equip students for the job market.

Closing

This research was carried out with the expectation that a survey of a sample of students and graduates could point toward needed directions for change that could help current English language programs serve students better. The answers to the research questions provided by the selected enrolled students and recent graduates reveal that students, given the opportunity, can indeed identify curricular and conditions that support or obstruct their learning as well as suggest some rectification to the shortcomings.

Institutions of higher education have the responsibility to listen to these voices, make good use of them to reform curricula without having to wait for governmental decree. To be able to do this, an institution must offer a highly trained professional faculty that is able and willing to share effectively their academic expertise with the students using varying teaching methodologies appropriate to differing groups of students. Institutions should provide proper learning environments, facilities, and equipment to support student learning. In addition, institutions need to inform students about any major academic and administrative changes that could affect their studies.

Universities as institutions preparing young people who are entering their adulthood intellectually and professionally have a duty to recognize their rights by respecting their opinions. This exploratory study shows that students possess sound judgments about the education they pursue. Program administrators' sometimes illusory belief that they have done their best on behalf of students' interests needs careful review, reconsideration, and action wherever such a review reveals the need for reform.

Ministerial policy is decreed in line with national development plans, taking into consideration the prediction of the work force needed, without really accounting for students' interests. Higher education institutions, as the implementers of this mandate as well as the authorities closest to the students, will have to initiate change to make curriculum more responsive to learning requirements. Until they do, higher education institutions only serve as a tool in carrying out instructions, distancing themselves from the students they are trying to serve. Universities as the "think-tanks" of the country should be the change agents, changing themselves from serving only as the governmental tool carrying out instructions into the ones suggesting and making positive changes. The first step is to be the real *tutwuri handayani*, walking alongside the students. In so doing, forward-looking educators will have

a better understanding of students' needs and be able to propose reforms to the Ministry of Education.

APPENDIX A
INTERVIEW GUIDE

Participant's code:
Jakarta, (date)
Time of interview:
Place of interview:

Good (time of day), (name). Thank you very much for agreeing to participate in my research. Before we start, let me tell you once again about your voluntary participation and assure you of your anonymity in my report. This is the consent form please sign it. Thank you. I have told you that a tape recorder will be used in this interview. I need it later to remind me of what you are going to tell me. Is it all right with you? Here is a questionnaire on the courses taught in English that you have taken and your opinion on them, and some questions about yourself. If you have finished, let us start.
(Name), please tell me why you want to learn English

In this questionnaire you tell me that you are now in the ____ semester. I think you have some ideas on the curriculum of your department, the strengths as well as the weaknesses. Let me first ask you what you consider to be the strengths of the English language curriculum in your university.

What are the strengths of the selection of the materials of the courses taught?

(courses offered in English are listed for ease of note taking)

What are the strengths of the scope of the materials of the courses taught?

(courses offered in English are listed for ease of note taking)

What are the strengths of the sequence of the materials?

(courses offered in English are listed for ease of note taking)

What are the strengths of the teaching methods?

What is good about the instructors' attitudes towards the students and the courses they teach?

What is good about the facilities provided to help you learn English?

What is good about the procedure of evaluation?

What do you consider to be the weaknesses of this curriculum?

What do you think should be done to correct the weakness?

What are the weaknesses of the selection of the materials of the courses taught?

(courses offered in English are listed for ease of note taking)

What are your suggestions?

What are the weaknesses of the scope of the materials of the courses taught?

(courses offered in English are listed for ease of note taking)

What are your suggestions?

What are the weaknesses of the sequence of the materials of the courses taught?

(courses offered in English are listed for ease of note taking)

What are your suggestions?

What are the weaknesses of the teaching methods?

How might they be improved?

What are the weaknesses of the instructors' attitudes towards the students and the courses they teach?

What do you suggest to improve the attitudes?

What are the weaknesses of the facilities provided to help you learn English?

What are your suggestions for improvement?

What are the weaknesses of the procedure of evaluation at present?

What do you suggest as ways to improve this?

What do you suggest to improve the curriculum?

Is there anything else that you think the department should do to meet the students' expectation?

APPENDIX B
PARTICIPANTS' PROFILE

Codes	Institution	Age	Sex	Status
Xa	UDS	22	F	Student
Xb	UDS	21	F	Student
Xc	UDS	21	F	Student
Xd	UDS	22	M	Student
Xe	UDS	22	M	Student
Xf	UDS	22	F	Student
Xg	UDS	26	F	Student
Xh	UDS	24	M	Student
Xi	UDS	22	M	Student
Xj	UDS	22	F	Student
Xk	UDS	21	M	Student
Xl	UDS	22	F	Student
Xm	UDS	22	F	Student
Xn	UDS	22	F	Student
Xo	UDS	23	M	Student
Xp	UDS	22	F	Student
Xq	UDS	22	F	Student
Xr	UDS	21	F	Student
Xs	UDS	21	F	Student
Xt	UDS	21	M	Student
Xu	UDS	22	F	Student
Xw	UDS	NA	M	Student
Yb	UPK	21	F	Student
Yc	UPK	21	F	Student
Yd	UPK	22	F	Student
Yf	UPK	23	F	Student
Yg	UPK	20	F	Student
Yh	UPK	20	F	Student
Yj	UPK	23	F	Student
Yk	UPK	20	F	Student
Ym	UPK	20	F	Student
Cb	UCW	22	F	Student
Cc	UCW	22	F	Student
Cd	UCW	22	F	Student
Cf	UCW	21	F	Student
Cg	UCW	23	M	Student
Ch	UCW	22	F	Student
Cj	UCW	21	F	Student
Ck	UCW	23	F	Student
Cl	UCW	22	F	Student
Cm	UCW	24	F	Student
Cn	UCW	23	F	Student
Cp	UCW	23	F	Student
Cq	UCW	23	F	Student
Cr	UCW	23	F	Student
Cs	UCW	21	F	Student
Ct	UCW	24	F	Student
Cw	UCW	26	F	Student
Cx	UCW	22	F	Student
Cy	UCW	22	F	Student
Cz	UCW	20	F	Student

Zb	UCW	20	M	Student
Zd	UCW	20	M	Student
Zf	UCW	21	F	Student
Zg	UCW	21	F	Student
Zh	UCW	21	F	Student
Zj	UCW	27	F	Student
Zk	UCW	23	F	Student
Gx	UDS	25	F	Graduate
Gy	UDS	24	F	Graduate
Gz	UDS	25	F	Graduate
Lb	UCW	28	F	Graduate
Lc	UCW	28	F	Graduate
Ld	UCW	31	M	Graduate
Lf	UCW	25	F	Graduate
Lg	UCW	48	F	Graduate
Lh	UCW	24	F	Graduate
Lj	UCW	25	F	Graduate
Lk	UCW	29	F	Graduate
Lm	UCW	35	M	Graduate
Ln	UCW	28	M	Graduate
Lp	UCW	27	F	Graduate

APPENDIX C

STUDENT-PARTICIPANT QUESTIONNAIRE (INDONESIAN)

SU ____/ # ____ / m/f

1. Akademik

Saya duduk di semester _____.

Pada kolom *status*, beri tanda (v) kalau Anda sudah mengambil m.k. tersebut; kalau belum beri tanda (x).

Pada kolom *opinion*, beri tanda (v) kalau Anda merasa m.k. itu bermanfaat bagi peningkatan kemampuan bah.

Inggris, sebaliknya, beri tanda (x).

Beri tanda (?) kalau Anda tidak punya pendapat.

no. kode	judul mata kuliah	statu	pendapa
SK 1191	Integrated English		
SK 1221	Reading I		
SK 2122	Reading II		
SK 2223	Reading III		
SK 3124	Reading IV		
SK 1241	Spoken English I		
SK 2142	Spoken English II		
SK 2243	Spoken English III		
SK 3144	Spoken English IV		
SK 1251	Writing I		
SK 2152	Writing II		
SK 2253	Writing III		
SK 3154	Writing IV		
SK 2062	Translation II		
SK 3063	Translation III		
SK 1171	Ikhtisar Sejarah Kebudayaan		
SK 2173	Sejarah Kesusastraan		
SK 2174	Prosa		
SK 3275	Puisi		
SK 3176	Drama		
SK 4077	Seminar Kesusastraan		
SK 4078	Topik Pilihan Kesusastraan		
SK 4079	Kritik Sastra		
SK 2082	Fonologi		
SK 3083	Morfologi Bahasa Inggris		
SK 3084	Sintaksis Bahasa Inggris		
SK 4085	Semantik Bahasa Inggris		
SK 4086	Seminar Linguistik		
SK 4087	Topik Linguistik		

SU ____/ # ____/ m - f

2. Data pribadi peserta penelitian:

Usia: _____th

Bahasa utama yang dipakai sehari-hari: _____

Beri tanda (X) untuk jawaban yang dipilih:

Belajar Bahasa Inggris sejak :
_____ SD
_____ SLTP
_____ SLTA

Di Jakarta tinggal: _____ bersama orangtua
_____ dengan saudara
_____ indekos
_____ di rumah sendiri

Tinggal di Jakarta: _____ sejak kecil
_____ karena mau kuliah

Kegiatan di luar kuliah yang menggunakan Bahasa Inggris:

3. Persepsi

SU / # / m - f
tgl. _____
waktu _____

Lembar pertanyaan

Tolong ceritakan mengapa Saudara belajar Bahasa Inggris.

Apa kelebihan kurikulum FS jurusan Sastra Inggris dilihat dari segi pemilihan bahan?

Reading

Conversation

Writing

Translation

Ikhtisar Kebudayaan

Sejarah kesusastraan

Kajian sastra

Seminar kesusastraan

Kritik Sastra

Fonologi

Morfologi

Sintaksis

Semantik

Seminar linguistik

Apa kelebihan kulum FS jurusan Sastra Inggris dilihat dari segi ruang lingkup ?

Reading

Conversation

Writing

Translation

Ikhtisar kebudayaan

Sejarah kesusastraan

Kajian sastra

Seminar kesusastraan

Kritik Sastra

Fonologi

Morfologi

Sintaksis

Semantik

Seminar linguistik

Apa kelebihan kurikulum FS jurusan Sastra Inggris dilihat dari segi urutan mata kuliah?

Reading

Conversation

Writing

Translation

Ikhtisar kebudayaan

Sejarah kesusastraan

Kajian sastra

Seminar kesusastraan

Kritik Sastra

Fonologi

Morfologi

Sintaksis

Semantik

Seminar linguistik

Apa kelebihan dari metode pengajaran yang digunakan?

Apa kelebihan sikap para pengajar terhadap para mahasiswa yang diasuh dan mata kuliah yang diberikan?

Apa kelebihan sarana belajar yang tersedia?

Apa kelebihan sistem evaluasi yang berlaku?

Sebagai mahasiswa, saya kira Saudara mempunyai pendapat tentang kekurangan kurikulum jurusan Saudara ini.

Apa kekurangan kurikulum ini dilihat dari segi pemilihan bahan?

Reading

usul

Conversation

usul

Writing

usul

Translation

usul

Ikhtisar kebudayaan

usul

Sejarah kesusastraan

usul

Kajian sastra

usul

Seminar kesusastraan

usul

Kritik Sastra

usul

Fonologi

usul

Morfologi

usul

Sintaksis

usul

Semantik

usul

Seminar linguistik

usul

Apa kekurangan kurikulum ini dilihat dari segi ruang lingkup?

- Reading

usul

- Conversation

usul

- Writing

usul

- Translation

usul

- Ikhtisar kebudayaan

usul

- Sejarah kesusastaan

usul

- Kajian sastra

usul

- Seminar kesusastaan

usul

- Kritik Sastra

usul

- Fonologi

usul

- Morfologi

usul

- Sintaksis

usul

- Semantik

usul

- Seminar linguistik

usul

Apa kekurangan kurikulum ini dilihat dari segi urutan bahan yang disajikan?

- Reading

usul

- Conversation

usul

- Writing

usul

- Translation

usul

- Ikhtisar kebudayaan

usul

- Sejarah kesusasteraan

usul

- Kajian sastra

usul

- Seminar kesusasteraan

usul

- Kritik Sastra

usul

- Fonologi

usul

- Morfologi

usul

- Sintaksis

usul

- Semantik

usul

- Seminar linguistik

usul

Apa kekurangan kurikulum ini dilihat dari segi metode mengajar yang dipakai?

usul

Apa kekurangan para pengajar dalam sikapnya menghadapi para mahasiswa yang diasuh dan mata kuliah yang diberikan?

usul

Apa kekurangan sarana yang disediakan?

usul

Bagaimana Saudara mengetahui kemajuan belajar?

usul

Apa usulan Saudara untuk meningkatkan efektifitas kurikulum jurusan sastra Inggris ini?

Apakah ada hal-hal lain yang perlu diperhatikan dalam upaya perbaikan kurikulum jurusan ini?

Sekali lagi banyak terima kasih, selamat belajar/bekerja dan sampai jumpa.

APPENDIX D

GRADUATE-PARTICIPANT QUESTIONNAIRE
(IN INDONESIAN)

Bagian I

Beri tanda silang (X) pada kolom yang Anda pilih.

* Dalam melaksanakan tugas saya ____ tidak memerlukan Bah. Inggris sama sekali.

____ memerlukan sedikit Bah. Inggris.

____ banyak menggunakan Bah. Inggris.

* Untuk pekerjaan saya, ____ Bah. Inggris dari kuliah sudah cukup.

____ saya harus mengambil kursus tambahan, yaitu:

_____.

Data pribadi singkat:

* Usia _____

* Bahasa yang dipakai sehari-hari _____

* Lulus tahun _____

* Pekerjaan sekarang _____

* Tugas saya adalah _____

* Saya tinggal di Jakarta sejak _____

* Kegiatan lain di luar pekerjaan yang memakai Bah. Inggris:

_____.

Lembar pertanyaan

1. Tolong ceritakan mengapa Anda belajar Bahasa Inggris.

2.

Apa kelebihan kurikulum FS jurusan Sastra Inggris dilihat dari segi pemilihan bahan?

Apa kelebihan kurikulum FS jurusan Sastra Inggris dilihat dari segi ruang lingkup?

Apa kelebihan kurikulum FS jurusan Sastra Inggris dilihat dari segi urutan mata kuliah?

Apa kelebihan dari metode yang digunakan?

Apa kelebihan sikap para pengajar terhadap para mahasiswa yang diasuh dan mata kuliah yang diberikan?

Apa kelebihan sarana belajar yang tersedia?

Apa kelebihan sistem evaluation yang berlaku?

Apa kekurangan kurikulum ini dilihat dari segi pemilihan bahan?

Apa kekurangan kurikulum ini dilihat dari ruang lingkup bahan?

Apa kekurangan kurikulum ini dilihat dari segi urutan bahan yang disajikan?

Apa kekurangan kurikulum ini dilihat dari segi metode belajar yang dipakai?

Apa kekurangan para pengajar dalam sikapnya menghadapi para mahasiswa yang diasuh dan mata kuliah yang diberikan?

usul perbaikan

Bagaimana Saudara mengetahui kemajuan belajar yang dicapai?

usul

3. Apa usulan Saudara untuk meningkatkan efektifitas kurikulum jurusan sastra Inggris ini?

Apakah ada hal-hal lain yang perlu diperhatikan dalam upaya perbaikan kurikulum ini?

Banyak terima kasih atas keterangan yang Saudara berikan.

Selamat berkarya.

APPENDIX E

STUDENT-PARTICIPANT QUESTIONNAIRE
(IN ENGLISH)

Student- participant Questionnaire (English)

1. Academic

I am now in my ____ semester of study.

In the column on *status*, write (v) if you have taken the course, otherwise (x)

In the column on *opinion*, write (v) if you find it effective in teaching you English, otherwise (x)

Write (?) if you are undecided

course	course title	status	opinion
SK 1191	Integrated English		
SK 1221	Reading I		
SK 2122	Reading II		
SK 2223	Reading III		
SK 3124	Reading IV		
SK 1241	Spoken English I		
SK 2142	Spoken English II		
SK 2243	Spoken English III		
SK 3144	Spoken English IV		
SK 1251	Writing I		
SK 2152	Writing II		
SK 2253	Writing III		
SK 3154	Writing IV		
SK 2062	Translation II		
SK 3063	Translation III		
SK 1171	Cultural Background		
SK 2173	History of Literature		
SK 2174	Prose		
SK 3275	Poetry		
SK 3176	Drama		
SK 4077	Seminar in Literature		
SK 4078	Special Topics in		
SK 4079	Literary Criticism		
SK 2082	Phonology		
SK 3083	English Morphology		
SK 3084	English Syntax		
SK 4085	English Semantics		
SK 4086	Seminar in Linguistics		
SK 4087	Special Topics in		

2. Personal

Age : _____

Primary language used for daily communication:

Put a cross (X) in the space provided before your choice:

I have learned English since : _____ Elementary School
 _____ Junior High School
 _____ Senior High School

In Jakarta I live: _____ with my parents
 _____ with relatives
 _____ by renting a room
 _____ in my own house

I live in Jakarta: _____ since I was born
_____ for my study

Extra curricular activities using English language that I participate:

3. Perceptions

Survey Questionnaire for Student-participants

1. Tell me why you learn English _____

2. What is the strength of the selection of materials for the following courses:

- Reading _____
- Conversation _____
- Writing _____
- Translation _____
- Cultural Background _____
- History of Literature _____
- Literary Analyses _____
- Seminar in Literature _____
- Literary Criticism _____
- Phonology _____
- Morphology _____
- Syntax _____
- Semantics _____
- Seminar in Linguistics _____

What is the strength of the scope of materials for the following courses:

- Reading _____
- Conversation _____
- Writing _____
- Translation _____
- Cultural Background _____
- History of Literature _____
- Literary Analyses _____

- Seminar in Literature _____
- Literary Criticism _____
- Phonology _____
- Morphology _____
- Syntax _____
- Semantics _____
- Seminar in linguistics _____

What is the strength of the sequence of materials for the following courses:

- Reading _____
- Conversation _____
- Writing _____
- Translation _____
- Cultural Background _____
- History of Literature _____
- Literary Analyses _____
- Seminar in Literature _____
- Literary Criticism _____
- Phonology _____
- Morphology _____
- Syntax _____
- Semantics _____
- Seminar in linguistics _____

What are the strengths of the teaching methods? _____

What is good about the instructors' attitudes towards the students and the courses they teach? _____

What is good about the facilities provided? _____

What is good about the procedure of evaluation? _____

I think you have some opinions about the weaknesses of the curriculum of your program, please answer the following questions.

What is the strength of the selection of materials for the following courses:

- Reading _____
Suggestion(s) for improvement _____
- Conversation _____
Suggestion(s) for improvement _____
- Writing _____
Suggestion(s) for improvement _____
- Translation _____
Suggestion(s) for improvement _____
- Cultural Background _____
Suggestion(s) for improvement _____
- History of Literature _____
Suggestion(s) for improvement _____
- Literary Analyses _____
Suggestion(s) for improvement _____
- Seminar in Literature _____
Suggestion(s) for improvement _____
- Literary Criticism _____
Suggestion(s) for improvement _____
- Phonology _____
Suggestion(s) for improvement _____
- Morphology _____
Suggestion(s) for improvement _____
- Syntax _____
Suggestion(s) for improvement _____
- Semantics _____
Suggestion(s) for improvement _____
- Seminar in Linguistics _____
Suggestion(s) for improvement _____

What is the weakness of the scope of materials for the following courses:

- Reading _____
Suggestion(s) for improvement _____
- Conversation _____
Suggestion(s) for improvement _____
- Writing _____
Suggestion(s) for improvement _____
- Translation _____
Suggestion(s) for improvement _____
- Cultural Background _____
Suggestion(s) for improvement _____
- History of Literature _____
Suggestion(s) for improvement _____
- Literary Analyses _____
Suggestion(s) for improvement _____
- Seminar in Literature _____
Suggestion(s) for improvement _____
- Literary Criticism _____
Suggestion(s) for improvement _____
- Phonology _____
Suggestion(s) for improvement _____
- Morphology _____
Suggestion(s) for improvement _____
- Syntax _____
Suggestion(s) for improvement _____
- Semantics _____
Suggestion(s) for improvement _____
- Seminar in linguistics _____
Suggestion(s) for improvement _____

What is the weakness of the sequence of materials for the following courses:

- Reading _____
Suggestion(s) for improvement _____
- Conversation _____
Suggestion(s) for improvement _____

- Writing _____
Suggestion(s) for improvement _____
- Translation _____
Suggestion(s) for improvement _____
- Cultural Background _____
Suggestion(s) for improvement _____
- History of Literature _____
Suggestion(s) for improvement _____
- Literary Analyses _____
Suggestion(s) for improvement _____
- Seminar in Literature _____
Suggestion(s) for improvement _____
- Literary Criticism _____
Suggestion(s) for improvement _____
- Phonology _____
Suggestion(s) for improvement _____
- Morphology _____
Suggestion(s) for improvement _____
- Syntax _____
Suggestion(s) for improvement _____
- Semantics _____
Suggestion(s) for improvement _____
- Seminar in linguistics _____
Suggestion(s) for improvement _____

What are the weaknesses of the teaching methods? _____

Suggestion(s) for improvement _____

What is unsatisfactory about the instructors' attitudes towards the students and the courses they teach?

Suggestion(s) for improvement _____

What is unsatisfactory about the facilities provided?

Suggestion(s) for improvement _____

What is not good about the procedure of evaluation? _____

Suggestion(s) for improvement _____

How do you know the progress of your learning English?

3. What do you suggest to improve the curriculum?

Is there anything else that needs attention in this endeavor to improve the curriculum?

Thank you very much.

APPENDIX F

GRADUATE-PARTICIPANT QUESTIONNAIRE
(IN ENGLISH)

Part 1

Put a cross (x) in the space provided before your choice:

- * The work in my job requires ☐ no English
☐ some English
☐ a lot of English
- * To accomplish my tasks, ☐ the English I got from my study is enough
☐ I have to take some additional non-formal education courses; such as

Here is some information about myself

- * Age: _____
- * Primary language used for daily communication: _____
- * I graduated in _____.
- * Occupation: _____.

Please describe the responsibility of your job.

- * I have lived in Jakarta since _____.
- * Other activities outside of the work place using English language:

Part 2

Question sheet

1. Please tell me why you learn English.

2. What are the strengths of the program from the selection of materials' point of view?

What are the strengths of the program from the point of view of the scope of study?

What are the strengths of the program from the point of view of the sequence of the materials presented?

What are the strengths of the methodology used?

What are the strengths of the instructors' attitudes towards the students and the courses entrusted to them?

What are the strengths of the learning facilities provided?

What are the strengths of the evaluation system used?

What are the weaknesses of the program from the selection of materials' point of view?

Suggestions

What are the weaknesses of the program from the point of view of scope of the study?

Suggestions

What are the weaknesses of the program from the point of view of sequence of the materials presented?

Suggestions

What are the weaknesses of the methodology used?

Suggestions

What are the weaknesses of the instructors' attitudes towards the students and the courses entrusted to them?

Suggestions

What are the weaknesses of the learning facilities provided?

Suggestions

How do you know the progress of your learning?

3. What do you recommend to improve the program?

Other things to consider in the improvement endeavor.

Thank you very much for your information.

APPENDIX G
MAJOR REASONS

Language Competency

Focus of study: country, culture, and literature

Zh: [I] want to master the language and know more about the culture.

Cw: First of all, I have been interested in English since I was little. Secondly, I am interested in learning about the culture and literature of the British and the Americans.

Yg: I am interested in England.

Interest: linguistics

Xd: I am interested in learning the language, especially linguistics.

Deciding factors: external

Xa: Because I have a good foundation in this field (having previously studied in the US) it is not difficult to pursue this discipline further.

Ck: After graduating from high school I applied to government universities but was not admitted. I enrolled in a private EFL course and found that the study of English so interesting that I decided to major in English literature.

Cd: It was recommended by siblings.

Xg: I learned English because I was compelled to. When I was in the second year of Senior High, I joined my uncle and his family in Sri Lanka. My tasks were to take care of the children, supervising their activities in and out of school. Since my uncle and aunt were not at home every day, I was the only other educated person at home. I was enrolled in an EFL course, so that I am able to do well in the language

Personal pride

Lm: I was facing a choice between International Relations, Philosophy, and English; and I chose English. I want to be able to speak the language well because not many people in my region (East Timor) are able to, and it is a source of pride in itself.

Childhood experience

Cm: Since I was little I have liked English. English is needed everywhere. When I work, wherever I go, my knowledge of English is a bargaining power, helping me to be accepted anywhere either domestically or abroad.

Expected outcome

Yd: So that I may use the language as well as a native speaker.

Employment Opportunity

Job seeking easier

Cl: ... My original intention (after graduating from High School) was not to major in English Literature, but present [economic] conditions forced me to choose English to make it easier to find employment.

Cc: I learned English because it was suggested by my parents and siblings. According to them, learning English would enable me to find employment with a brighter future faster.

Lp: English is an international language. Its understanding is a help in choosing jobs and careers. In this globalization era everybody is forced to move fast in order to grab an opportunity, and understanding the English language is one of the means.

Cy: I know that expertise in English may improve one's credibility and help in getting jobs.

Xo: ... because of [English's] importance, it has become a prerequisite in employment, which compels us to know English.

Xu: English is an international language ... very much needed in any field of work.

Having particular jobs in mind

Lc: The majority of business activities in Indonesia use English, so that I will be able to participate in them.

Cs: I want to apply for a job in the Ministry of Foreign Affairs. English will be used as a means of communication if I am posted abroad.

Cb: A lot of employment opportunities demand knowledge of English. This program will help me to realize my dream of becoming a secretary with good speaking and writing abilities.

Personal Knowledge

English and the world of knowledge

Gx: ... by understanding English we may learn about the happenings in the world.

Ln: [English] is a window to the world of knowledge.

To keep up with "developments"

Xr: English is an international language that is used in many activities around the world, so, in order that I not be left behind, I am learning English.

Xp: Learning English makes it possible for us to keep abreast with development in the world.

To pursue other knowledge

Xz: ... I realize that by mastering English, I can master anything.

Xm: ... nowadays English is important if we want to learn anything.

Utilization of the bilingual ability

Xa: I want to ... be able to translate scientific and non-scientific literature from English into Indonesian.

Cultural Communication

Previous experience

Ct: I began to like English when I was six. It was the time when there was a meeting with some Australians and Americans in my church. As I understand the language more, I feel more confident because I understand what the foreigners are discussing.

Cr: [English is] needed as a means of communication with foreigners ... [because] my parents work for a foreign company and English is the medium of communication.

Expectation

Cg: With my fluency in English, it is easy for me to communicate with foreigners in the workplace or anywhere else.

APPENDIX H
MINOR REASONS

Language Competency

Ld: English is a common language among nations and one of the official languages in the United Nations.

English is easier than other languages

Ym: English is easier than Japanese or Chinese.

Gx: Because it is not difficult to learn.

Cl: English is the priority among all foreign languages at present. I like learning English because the grammar is simpler than German or French.

To master the language

Cj: ... to broaden my breadth of knowledge by achieving a command of the language.

Xs: ... to study it more in depth.

Lj: ... because I want to learn foreign literature and, as English is the only foreign language I know, I chose English.

Cf: I want to master the language.

Cg: I want to speak and write English well.

Xe: I want to be able to speak the language well.

Personal image

Ld: ... a command of English makes me appear more educated.

Employment Opportunity

Xq: English is important in boosting my career.

Xa: I realize the importance of using English in business.

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